

Salary Satisfaction in Relation to Work Motivation and Teacher Retention

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INTRODUCTION

This chapter presents the background of the study, the theoretical and conceptual frameworks, the statement of the problem, the hypothesis of the study, the significance of the study, the scope and limitations of the study, as well as the definition of terms.

Background of the Study

Teachers play an important role in providing quality education and supporting the academic and personal development of learners. However, their responsibilities extend beyond classroom instruction to include lesson preparation, assessment, administrative work, school activities, and other professional duties. These demands may influence teachers' satisfaction, motivation, and willingness to remain in the teaching profession. Recent research has emphasized that teachers' job satisfaction is associated with important aspects of their professional experiences and work outcomes (Wartenberg et al., 2023).

One factor that may influence teachers' work experience is salary satisfaction. Salary satisfaction refers to teachers' perceptions of the adequacy and fairness of the compensation they receive in relation to their responsibilities and contributions. In a Philippine study, Labrador (2023) found that public elementary school teachers were highly satisfied with several aspects of their jobs but were only satisfied with salary and promotion. The study also found that both intrinsic and extrinsic motivation were perceived to influence teachers' work performance.

Salary satisfaction may also be related to work motivation. Teachers' motivation may be influenced by both intrinsic factors, such as professional fulfillment, and extrinsic factors, such as salary, recognition, and working conditions. When teachers perceive their employment conditions positively, they may be more encouraged to perform their responsibilities and remain engaged in their work. Mondejar and Asio (2022) found that teachers in private academic institutions were satisfied with compensation and other aspects of their work, while human resource management practices were significantly associated with job satisfaction.

Another important concern is teacher retention, or teachers' willingness to remain in their schools or continue in the teaching profession. Retaining qualified and experienced teachers is important for maintaining instructional continuity and school stability. Recent Philippine studies indicate that compensation and job satisfaction are relevant to teachers' retention. De Los Santos et al. (2024) found that compensation practices were related to turnover intention through job satisfaction among elementary teachers in Ormoc City. Similarly, Anog et al. (2024) found that compensation, administrative support, professional growth, and working conditions influenced teacher retention among private-school teachers in Cebu.

In the Philippine educational context, teachers are expected to fulfill various instructional and non-instructional responsibilities. Understanding how teachers perceive their salaries and how salary satisfaction relates to their work motivation and retention is therefore important. Examining these variables may provide school administrators with information that can be used to improve teacher welfare, strengthen motivation, and support the retention of qualified teachers.

In view of these considerations, this study aims to determine the level of salary satisfaction among teachers and

examine its relationship with their work motivation and teacher retention. The findings may provide useful information for developing programs and practices that promote fair compensation, professional well-being, teacher motivation, and long-term commitment to the teaching profession.

Theoretical Framework

This study is anchored on established motivational and organizational theories that explain how compensation satisfaction influences employees' motivation and their decision to remain in an organization. Specifically, the study is grounded in Herzberg's Two-Factor Theory, Equity Theory, and Maslow's Hierarchy of Needs, which collectively explain the relationship between salary satisfaction, work motivation, and teacher retention.

One of the primary theories supporting this study is Frederick Herzberg's Two-Factor Theory of Motivation (1959). Herzberg proposed that workplace motivation is influenced by two categories of factors: hygiene factors and motivator factors. Hygiene factors include salary, job security, working conditions, and organizational policies, while motivator factors include recognition, achievement, and opportunities for growth. According to Herzberg, the absence or inadequacy of hygiene factors—particularly salary—can lead to dissatisfaction among employees. Although adequate salary alone may not guarantee high motivation, dissatisfaction with compensation can reduce employees' morale, productivity, and job satisfaction. In the context of education, teachers who perceive their salaries as insufficient or inequitable may experience decreased motivation and commitment to their professional roles. Conversely, when teachers feel that their compensation is fair and adequate, they are more likely to maintain positive attitudes toward their work and demonstrate greater engagement in teaching responsibilities.

Another theory that supports this study is the Equity Theory developed by John Stacey Adams (1963). Equity Theory explains that employees evaluate the fairness of their compensation by comparing their inputs—such as effort, experience, and qualifications—with the rewards they receive, including salary and benefits. They may also compare their compensation with that of others performing similar roles. When employees perceive that there is fairness or equity between their contributions and rewards, they tend to feel satisfied and motivated in their work. However, when they perceive inequity or imbalance, feelings of dissatisfaction may arise, which can negatively affect motivation and organizational commitment. In the teaching profession, teachers who believe that their compensation reflects their level of effort and responsibility are more likely to remain motivated and committed to their profession. On the other hand, perceived inequity in compensation may lead to reduced motivation and increased intention to leave the organization.

The study is also anchored on Abraham Maslow's Hierarchy of Needs (1943), which explains that human motivation is driven by the fulfillment of a hierarchy of needs, namely physiological, safety, social, esteem, and self-actualization needs. In the workplace, salary plays a significant role in addressing the lower-level needs, particularly physiological and safety needs, such as basic living expenses and financial security. When these needs are met, individuals are more likely to pursue higher-level needs, including belongingness, recognition, and personal growth. In the teaching profession, adequate compensation enables teachers to meet their basic needs, which in turn allows them to focus on higher-level professional goals such as improving teaching practices and achieving career fulfillment. When these needs are not adequately met, teachers may experience dissatisfaction, decreased motivation, and a greater likelihood of leaving the profession.

These theories collectively explain the relationship among the variables examined in this study. Herzberg's Two-Factor Theory highlights the role of salary as a hygiene factor that prevents dissatisfaction. Equity Theory emphasizes the importance of perceived fairness in compensation, which influences employees' attitudes toward their work. Meanwhile, Maslow's Hierarchy of Needs explains how compensation helps fulfill basic needs, enabling individuals to achieve higher levels of motivation. When applied to the teaching profession, these theoretical perspectives suggest that teachers who are satisfied with their salaries are more likely to demonstrate higher levels of work motivation and a stronger intention to remain in the profession.

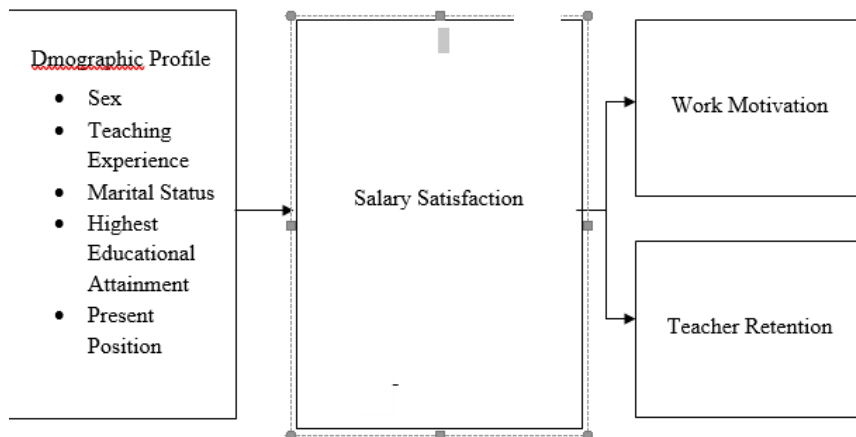
Therefore, the present study utilizes these theoretical perspectives to examine how teachers' perceptions of salary satisfaction relate to their work motivation and retention in public elementary schools. By grounding the study in these theories, the research aims to provide a clearer understanding of how compensation-related factors influence teachers' professional attitudes and decisions regarding their continued service in the educational

sector.

Conceptual Framework

The conceptual framework of this study illustrated the relationship between professional satisfaction, work motivation, and teacher retention. In this framework, professional satisfaction serves as the independent variable that may influence teachers' work motivation and retention intention, which are the dependent variables. The demographic profile of the teachers, including sex, experience, marital status, highest educational attainment, and current position, is also considered to describe the respondents and examine possible differences in their professional satisfaction, motivation, and retention.

Figure 1. Schematic Diagram of the Study.



Statement of the Problem

This study determined the level of **salary satisfaction** of public elementary school teachers and its relationship to their **work motivation** and **teacher retention**.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of public elementary school teachers in terms of:
 - a. sex;
 - b. teaching experience;
 - c. marital status;
 - d. highest educational attainment; and
 - e. present position?
2. What is the level of **salary satisfaction** of public elementary school teachers when taken as a whole and when grouped according to:
 - a. sex;
 - b. teaching experience;
 - c. marital status;
 - d. highest educational attainment; and
 - e. present position?

3. What is the level of **work motivation** of public elementary school teachers when taken as a whole and when grouped according to:
 - a. sex;
 - b. teaching experience;
 - c. marital status;
 - d. highest educational attainment; and
 - e. present position?
4. What is the level of **teacher retention** of public elementary school teachers when taken as a whole and when grouped according to:
 - a. sex;
 - b. teaching experience;
 - c. marital status;
 - d. highest educational attainment; and
 - e. present position?
5. Is there a significant difference in the level of **salary satisfaction** of public elementary school teachers when grouped according to:
 - a. sex;
 - b. teaching experience;
 - c. marital status;
 - d. highest educational attainment; and
 - e. present position?
6. Is there a significant difference in the level of **work motivation** of public elementary school teachers when grouped according to:
 - a. sex;
 - b. teaching experience;
 - c. marital status;
 - d. highest educational attainment; and
 - e. present position?
7. Is there a significant difference in the level of **teacher retention** of public elementary school teachers when grouped according to:
 - a. sex;
 - b. teaching experience;

- c. marital status;
 - d. highest educational attainment; and
 - e. present position?
8. Is there a significant relationship between **salary satisfaction and work motivation** of public elementary school teachers?
9. Is there a significant relationship between **salary satisfaction and teacher retention** of public elementary school teachers?

Hypotheses of the Study

In relation to the foregoing problems, the following null hypotheses were formulated:

1. There is no significant difference in the level of salary satisfaction of public elementary school teachers when grouped according to sex, teaching experience, marital status, highest educational attainment, and present position.
2. There is no significant difference in the level of work motivation of public elementary school teachers when grouped according to sex, teaching experience, marital status, highest educational attainment, and present position.
3. There is no significant difference in the level of teacher retention of public elementary school teachers when grouped according to sex, teaching experience, marital status, highest educational attainment, and present position.
4. There is no significant relationship between salary satisfaction and work motivation of public elementary school teachers.
5. There is no significant relationship between salary satisfaction and teacher retention of public elementary school teachers.

Scope and Limitations of the Study

This study focused on public elementary school teachers within selected schools in Districts 3A and 3B of the local division in Negros Island region school year 2026-2027. It examined three main variables: salary satisfaction, work motivation, and teacher retention. The study considered salary satisfaction in terms of perceived fairness and adequacy of compensation, while work motivation is limited to factors that influence performance and engagement. Teacher retention was measured based on the intention to remain in the profession. This study did not include private school teachers or teachers in secondary or tertiary levels.

Significance of the Study

The findings of this study are expected to be beneficial to the following stakeholders:

This study is expected to provide valuable insights into the relationship between professional satisfaction, work motivation, and teacher retention. The findings of this study may benefit the following:

Schools Division Superintendent (SDS). The results of this study may provide valuable insights that can help the Schools Division Superintendent understand the level of professional satisfaction of teachers and how it relates to their motivation and retention. This information may serve as a basis for developing policies and initiatives that promote teacher welfare, motivation, and long-term commitment to the teaching profession.

Assistant Schools Division Superintendent (ASDS). The findings may assist the Assistant Schools Division Superintendent in supporting programs and initiatives that aim to enhance teachers' professional satisfaction. This may contribute to strengthening teacher motivation and improving retention within the division.

Curriculum Implementation Division (CID) Chief. The results of the study may help the CID Chief in designing and implementing instructional support programs that foster teachers' professional growth and

satisfaction. Understanding the relationship between satisfaction, motivation, and retention may guide improvements in instructional supervision and professional development initiatives.

School Governance and Operations Division (SGOD) Chief. This study may provide the SGOD Chief with information that can support the development of programs related to teacher welfare, professional development, and organizational support. These initiatives may help enhance teachers' professional satisfaction and encourage them to remain committed to their roles in education.

Public Schools District Supervisors (PSDS). The findings may help district supervisors better understand factors that influence teachers' motivation and retention. This knowledge may guide them in providing appropriate support, mentoring, and supervision to teachers within their districts.

Education Program Supervisors (EPS). The results of this study may serve as a reference for Education Program Supervisors in planning and implementing programs that strengthen teachers' professional satisfaction and work motivation. Such initiatives may help improve instructional quality and teacher engagement.

School Heads. The findings of the study may assist school heads in recognizing the importance of promoting professional satisfaction among teachers. By fostering a supportive and motivating school environment, school leaders may help improve teacher motivation and encourage teachers to remain committed to their profession.

Teachers. Teachers may benefit from the findings of this study by gaining a better understanding of how professional satisfaction influences their motivation and intention to remain in the teaching profession. The results may also encourage teachers to actively engage in professional development and contribute to a positive school environment.

Researchers. This study may serve as a useful reference for researchers who are interested in exploring factors that influence teachers' professional satisfaction, motivation, and retention. The findings may contribute to the existing body of knowledge in the field of education.

Future Researchers. Future researchers may use the results of this study as a basis for further investigations related to teacher professional satisfaction and its impact on other educational outcomes. They may also expand the scope of the study by examining additional variables or different educational contexts.

Definition of Terms

To promote a clear understanding of the concepts used in this study, the following terms are defined conceptually and operationally.

Demographic Profile. This refers to the personal and occupational characteristics of respondents used to describe and classify a population. These characteristics may include age, sex, educational attainment, and employment-related characteristics (OECD, 2022).

In this study, demographic profile pertains to the respondents' sex, teaching experience, marital status, highest educational attainment, and present position. These variables are utilized to describe the respondents and to determine whether differences exist in their salary satisfaction, work motivation, and teacher retention.

Highest Educational Attainment. It refers to the highest level of education successfully completed by an individual, reflecting the person's formal educational qualifications and level of educational achievement (UNESCO, 2023).

As used in this study, it refers to the respondents' highest completed educational qualification, such as a bachelor's degree, master's degree, doctoral degree, or equivalent graduate studies.

Marital Status. It refers to the personal status of an individual in relation to marriage or marital union, commonly classified as single, married, widowed, or divorced/separated (Philippine Statistics Authority [PSA], 2022).

In this study, it refers to the respondents' self-reported civil status, which serves as one of the demographic variables analyzed in this study.

Present Position. This refers to the official rank or designation assigned to an employee within an organization. It signifies the employee's current level of responsibility and professional role (Department of Education, 2023).

As used in this study, it refers to the respondents' existing teaching position, such as Teacher I, Teacher II, Teacher III, Master Teacher I, Master Teacher II, or other equivalent positions at the time of the study.

Public Elementary School Teachers. These refer to teachers employed in public elementary schools who are responsible for delivering instruction to learners and whose performance is guided by the Philippine Professional Standards for Teachers (Department of Education, 2023).

In this study, this refers to the teachers assigned to selected public elementary schools in Districts 3A and 3B, Division of Bago City, who participated as respondents in this research.

Salary Satisfaction. It refers to an employee's overall satisfaction with the pay received from work, particularly their perceptions of the adequacy and fairness of their compensation (Valet, 2023).

As used in this study, it refers to the respondents' perceived level of satisfaction with their compensation package. It is assessed through indicators related to salary adequacy, benefits and incentives, fairness of compensation, and financial security.

Sex. It refers to the biological and physiological characteristics of an individual, including characteristics such as chromosomes, hormones, and reproductive anatomy, commonly categorized as female or male (World Health Organization [WHO], 2021).

In this study, it refers to the respondents' reported biological sex as indicated in the survey questionnaire.

Teacher Retention. It refers to teachers' willingness and intention to remain in the teaching profession rather than leave for other employment opportunities (Saks et al., 2021).

As used in this study, this refers to the respondents' willingness and intention to remain in the teaching profession. It is measured using survey items that assess their commitment to continue teaching in public elementary schools.

Teaching Experience. It refers to the number of years an individual has worked as a teacher and accumulated professional experience in teaching and related responsibilities. Teaching experience is commonly used to describe teachers' professional background and career progression (OECD, 2022).

In this study, it refers to the total number of years the respondents have been employed as teachers at the time the study was conducted.

Work Motivation. It refers to the psychological forces that stimulate and guide teachers' willingness to perform their work-related tasks and sustain their efforts. It includes different forms of motivation that influence teachers' work behaviors, engagement, and professional outcomes (Collie, 2023).

As used in this study, this refers to the respondents' level of enthusiasm, commitment, and willingness to carry out their teaching responsibilities. It is measured through indicators of intrinsic motivation, extrinsic motivation, commitment to teaching, and work engagement.

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a review of related literature and studies related to the problem under study. These related literature and studies were carefully selected to support key discussion points on salary satisfaction, work motivation, and teacher retention.

Salary Satisfaction

Salary satisfaction refers to an employee's overall assessment of the compensation received for the work performed. It involves the extent to which employees consider their salary adequate, fair, and appropriate for their duties, responsibilities, qualifications, and needs. Salary satisfaction may also include other forms of compensation, such as allowances, benefits, incentives, and salary adjustments. Therefore, salary satisfaction is not limited to the actual amount of salary received but also includes employees' perceptions of the value and fairness of their compensation.

Waheed et al. (2021) specifically examined salary satisfaction among government and private school teachers. Their study treated salary satisfaction as a distinct aspect of teachers' employment conditions and focused on teachers' perceptions of the salaries they received. This perspective shows that salary satisfaction can be understood through the employees' own assessment of their compensation. Thus, the actual amount of salary and the employee's perception of that amount are both relevant when describing salary satisfaction.

Similarly, Likoko and Barasa (2022) examined salary satisfaction among teaching staff in public universities. Their study considered employees' satisfaction with their salaries and provided a basis for assessing how teaching personnel view their compensation. The findings support the use of salary satisfaction as a specific area of assessment among teaching employees. In this context, salary satisfaction refers to the degree to which teachers consider the salary they receive acceptable and satisfactory.

Furthermore, Fernandez and Quines (2023) examined pay satisfaction among secondary school teachers. Their study measured teachers' level of satisfaction with their pay and reported that the respondents had a low level of pay satisfaction. This finding demonstrates that salary satisfaction can be described according to different levels, depending on teachers' perceptions of the compensation they receive. It also shows the usefulness of measuring salary satisfaction through teachers' reported responses rather than relying solely on salary figures.

In addition, Bhandari (2024) examined teachers' satisfaction with salary among community campuses. The study found that teachers were not satisfied with the salary provided by their campuses. The study also considered salary packages when examining teachers' satisfaction. This indicates that salary satisfaction may involve a broader view of compensation, where teachers assess not only their basic salary but also the overall package provided by their institution.

More recently, Hà et al. (2025) examined salary satisfaction among preschool and high school teachers using data from 869 teachers and school administrators. The researchers examined teachers' satisfaction with different aspects of their compensation and used descriptive measures to present the level of salary satisfaction. Their study provides recent evidence that salary satisfaction can be examined through teachers' direct assessment of their pay and compensation.

The OECD (2025) also provides a recent basis for defining and measuring salary satisfaction among teachers. In the *Results from TALIS 2024*, salary satisfaction was assessed by asking teachers whether they were satisfied with the salary they received for their work. The report found that, on average, around two in five teachers reported being satisfied with their salaries. This approach presents salary satisfaction as a direct perception of whether teachers are satisfied with the pay they receive for their work.

Aside from the amount of salary, adequacy is another important aspect of salary satisfaction. Salary adequacy refers to the extent to which employees consider their compensation sufficient for their needs and responsibilities. A salary may be considered adequate when employees perceive that it reasonably meets their financial needs and corresponds to the demands of their position. Therefore, assessing salary satisfaction requires consideration of whether teachers view their compensation as sufficient rather than merely identifying the amount they receive.

Another important aspect is salary fairness. Nji et al. (2022) examined teachers' perceptions of standardized salaries and found differences in how teachers viewed the fairness of the salary system. Their findings demonstrate that employees may evaluate compensation according to whether they consider the salary system fair and consistent. Consequently, salary satisfaction includes not only the amount received but also teachers'

perceptions of whether their compensation is fairly provided.

Salary satisfaction may also include benefits and incentives. Compensation packages can contain benefits, allowances, bonuses, incentives, and other financial provisions in addition to basic salary. These forms of compensation may be considered by teachers when evaluating their overall salary package. As Bhandari (2024) noted, salary packages are an important part of examining teachers' satisfaction with compensation. Thus, a complete assessment of salary satisfaction should consider the different components that employees receive as part of their compensation.

Another aspect is overall satisfaction with compensation. This refers to the employee's general judgment of whether the salary and related compensation provided by the institution are satisfactory. Fernandez and Quines (2023) and Hà et al. (2025) demonstrate that salary satisfaction can be measured through respondents' reported levels of satisfaction. Such an approach allows researchers to describe whether teachers are satisfied, moderately satisfied, or dissatisfied with their compensation.

Taken together, the reviewed literature presents salary satisfaction as a multidimensional assessment of compensation. It includes the perceived adequacy of salary, fairness of compensation, benefits and incentives, and overall satisfaction with the salary received. The literature from 2021 to 2025 also shows that salary satisfaction can be measured directly through teachers' perceptions and reported levels of satisfaction (Bhandari, 2024; Fernandez & Quines, 2023; Hà et al., 2025; Likoko & Barasa, 2022; OECD, 2025; Waheed et al., 2021).

Work Motivation

Work motivation refers to the internal and external reasons that encourage teachers to begin, continue, and put effort into their teaching responsibilities. It includes the willingness to prepare lessons, teach learners, participate in school activities, improve professional skills, and complete assigned responsibilities. Work motivation may come from personal interest and enjoyment of teaching as well as from recognition, professional development, supportive working conditions, and other aspects of the work environment. Therefore, teacher motivation can be viewed as the level of energy, willingness, and commitment that teachers bring to their work.

According to Sato et al. (2022), teacher motivation involves the reasons and personal processes that encourage teachers to engage in their professional responsibilities. Their study of English-as-a-Foreign-Language teachers examined different forms of teacher motivation and distinguished between autonomous motivation and controlled motivation. Autonomous motivation involves engaging in teaching because the work is personally meaningful or enjoyable, while controlled motivation involves performing work because of external demands or pressure. This distinction shows that teachers may be motivated by different reasons even when they perform similar professional duties.

Similarly, Yang (2021) examined teacher motivation using the framework of Self-Determination Theory. The study focused on teachers' motivation for continuing professional development and described autonomous motivation as an important part of teachers' professional engagement. The findings emphasized the importance of teachers having opportunities to make choices, develop their competence, and experience meaningful professional activities. These aspects provide a basis for understanding motivation as more than simply an external reward or requirement.

In addition, Özcan (2023) examined the work motivation of high school teachers using a mixed-method research design involving 284 teachers in the quantitative phase and 15 teachers in the qualitative phase. The study used a work motivation scale to determine teachers' motivation levels and examined different characteristics of the respondents. The findings showed differences in teachers' work motivation according to gender and teaching branch, while no significant differences were found according to educational level and professional experience. The study demonstrates that teacher work motivation can be measured systematically through a structured assessment of teachers' motivation.

Moreover, Xie et al. (2024) examined work motivation profiles among teachers working with students with intellectual and developmental disabilities. Using responses from 972 teachers and interviews with 10 teachers, the researchers identified three work motivation profiles: demotivated, meaning-seeking, and deep

internalization. The meaning-seeking group reflected teachers who found value and purpose in their work, while the deep-internalization group showed a stronger internal acceptance of the importance of their professional responsibilities. The study illustrates that teachers may demonstrate different levels and forms of work motivation depending on how they view and experience their professional roles.

Another important aspect of teacher work motivation is intrinsic motivation. Intrinsic motivation refers to performing an activity because it is personally interesting, enjoyable, or meaningful. Sato et al. (2022) noted that teachers can experience autonomous motivation when teaching activities are personally valued or enjoyable. This type of motivation reflects a teacher's internal reason for engaging in professional work rather than simply responding to external demands.

On the other hand, extrinsic motivation refers to engaging in work because of external conditions or outcomes. These may include recognition, rewards, promotion, evaluation, or other forms of external encouragement. Sato et al. (2022) distinguished controlled forms of motivation from autonomous forms, showing that teachers may perform their responsibilities for different reasons. Thus, work motivation may contain both internal and external forms of motivation.

Another dimension of teacher motivation is professional purpose and meaning. Xie et al. (2024) identified a meaning-seeking motivation profile among teachers, showing that some teachers find motivation through the meaning they attach to their professional responsibilities. This indicates that teachers may be motivated when they see value and purpose in the work they perform. Similarly, Yang (2021) emphasized the importance of personally meaningful professional activities in understanding teachers' autonomous motivation.

Furthermore, competence and professional growth are important parts of teacher motivation. Yang (2021), using Self-Determination Theory, discussed teachers' need to experience competence and meaningful professional development. Teachers may experience stronger motivation when they have opportunities to improve their knowledge and skills and feel capable of performing their professional responsibilities.

Work motivation may also be expressed through teachers' willingness to exert effort and persist in their responsibilities. Motivated teachers are more likely to approach their professional tasks with energy and willingness. Xie et al. (2024) showed that teachers can have different motivational profiles, ranging from demotivation to deeper internalization of their professional roles. This suggests that work motivation can vary in both level and form among teachers.

Taken together, the reviewed literature presents work motivation of teachers as a multidimensional concept. It includes internal reasons such as enjoyment, personal value, professional purpose, and interest in teaching, as well as external reasons such as recognition, rewards, and professional requirements. Recent studies also show that teachers may have different motivational profiles and levels of motivation depending on how they experience and understand their work (Özcan, 2023; Sato et al., 2022; Xie et al., 2024; Yang, 2021).

Teacher Retention

Teacher retention refers to the continued employment of teachers in a school or their decision to remain in the teaching profession over a period of time. It describes the ability of an educational institution to maintain its teaching workforce and the willingness of teachers to continue working in their current school or profession. Teacher retention may be viewed through teachers' intention to stay, actual continuation in employment, length of service, and willingness to continue teaching.

Gimbert and Kapa (2022) examined mid-career teacher retention and focused on teachers who had already gained several years of experience in the profession. Their study examined which teachers intended to remain in teaching and the reasons behind their decisions. The study provides a basis for considering teachers' intention to stay as an important aspect of retention. In this context, retention is not limited to teachers' current employment status but also includes their plans to continue working in the profession.

Similarly, Santiago II et al. (2022) examined factors related to teacher turnover and used the findings as a basis for a proposed retention program. Their study considered teachers' experiences within their schools and

identified areas that could be addressed to support the continued presence of teachers. The study provides a practical view of retention as an institutional concern because schools need to maintain a stable group of teachers to support their educational programs.

Mondejar and Asio (2022) also developed a teacher retention framework based on human resource management practices and teachers' work experiences. Their study considered areas such as training and development, career planning, employee welfare, working conditions, compensation, and recognition. These areas provide a broader description of the conditions that can be considered when examining whether teachers remain in an educational institution.

Furthermore, Gundlach et al. (2025) examined teacher retention and attrition by focusing on teachers' experiences during teacher preparation, induction, mentoring, and the early years of teaching. The study emphasized the importance of examining teachers' experiences throughout their professional development. Such experiences provide useful information for understanding teachers' decisions to continue their careers in education.

In addition, Areola and Domalaon (2023) examined teacher retention in a private educational institution using information from teachers who had left the organization. Their study considered different aspects of teachers' workplace experiences and used the findings to develop enhanced retention strategies. This approach shows that teacher retention can be examined by identifying the conditions surrounding teachers' continued employment and their decisions to remain with an institution.

More recently, Gundlach et al. (2024) conducted a meta-analysis of research on teacher turnover and retention. The review covered 185 studies involving more than three million teachers. The authors distinguished teacher retention from teacher attrition and teacher migration. Retention refers to teachers remaining, attrition refers to leaving the teaching profession, and migration refers to moving from one school to another. This distinction is important because a teacher who transfers to another school has not necessarily left the teaching profession.

Gundlach et al. (2025) further examined teacher attrition, migration, and retention and emphasized the need to treat these as separate outcomes. This distinction provides a clearer understanding of retention because teachers may leave one institution but continue teaching elsewhere. Therefore, teacher retention should be clearly defined according to whether the focus is on remaining in the same school or remaining in the teaching profession.

Overall, the reviewed literature presents teacher retention as the continued presence of teachers in their schools or in the teaching profession. It may be described through teachers' intention to stay, continued employment, length of service, willingness to remain, and plans to continue teaching. Recent studies also show the importance of clearly distinguishing retention from turnover, migration, and attrition (Gimbert & Kapa, 2022; Gundlach, 2025; Gundlach et al., 2024). Thus, teacher retention can be examined through teachers' willingness and plans to remain in their current school or continue in the teaching profession.

Salary Satisfaction and Sex

Sex is one of the characteristics that may be considered when examining differences in teachers' salary satisfaction. Salary satisfaction refers to teachers' assessment of the salary they receive for their work. It may include their views about the salary level, distribution of compensation, and the fairness of the way salary is provided. Thus, examining salary satisfaction according to sex allows researchers to determine whether male and female teachers report similar or different levels of satisfaction.

Hà et al. (2025) examined salary satisfaction among 869 teachers and school administrators from preschool, primary, lower secondary, upper secondary, and inter-level schools in Vietnam. The researchers examined several aspects of salary satisfaction, including salary level, teacher engagement, openness and transparency in salary distribution, and the reasonableness of salary distribution rules. Their findings showed that **there was no significant difference between male and female teachers in satisfaction with salary level, teacher engagement, and openness and transparency of salary distribution.** However, the researchers found a **significant difference in the perceived reasonableness of salary distribution rules**, with male teachers reporting higher satisfaction than female teachers in this aspect.

The findings of Hà et al. (2025) indicate that differences in salary satisfaction according to sex may depend on the specific aspect being assessed. Male and female teachers in the study reported comparable satisfaction with the salary level itself, but their perceptions differed regarding the reasonableness of the rules used to distribute salaries. This distinction is important because salary satisfaction may consist of several dimensions rather than being measured only through the amount of salary received.

The OECD (2025) also examined teachers' salary satisfaction using data from the Teaching and Learning International Survey (TALIS) 2024. The survey measured salary satisfaction by asking teachers whether they agreed or strongly agreed that they were satisfied with the salary they received for their work. The OECD reported that the difference between male and female teachers varied across education systems. In several systems, including Albania, Austria, Denmark, Japan, Romania, Saudi Arabia, Spain, and Uzbekistan, **female teachers were more likely to report satisfaction with their salaries than male teachers**, after accounting for other teacher and school characteristics. This indicates that the pattern of salary satisfaction by sex is not consistent across all education systems.

Therefore, the findings of Hà et al. (2025) and OECD (2025) provide evidence that salary satisfaction can differ according to sex, although the findings are not consistent across all settings and aspects of salary satisfaction. Hà et al. (2025) found no significant difference between male and female teachers in several dimensions but found a significant difference in the reasonableness of salary distribution rules. Meanwhile, the OECD (2025) reported that female teachers had higher salary satisfaction in several education systems. These findings provide a basis for examining whether a **significant difference in salary satisfaction exists between male and female teachers in the present study**.

Salary Satisfaction and Teaching Experience

Teaching experience refers to the number of years a teacher has spent in the teaching profession. It is an important professional characteristic when examining salary satisfaction because teachers at different stages of their careers may receive different salary levels and may have different experiences with salary increases and pay progression. Therefore, examining salary satisfaction according to teaching experience can show whether teachers with fewer years of experience report similar or different levels of satisfaction compared with more experienced teachers.

Hà et al. (2025) examined salary satisfaction among 869 teachers and school administrators from different levels of education in Vietnam. The researchers used survey data to assess teachers' satisfaction with different aspects of their compensation, including salary level and salary distribution. They also examined differences in teachers' salary-related perceptions across several characteristics. Their study provides a recent basis for examining salary satisfaction among teachers with different professional backgrounds.

More directly, the OECD (2025), using data from the Teaching and Learning International Survey (TALIS) 2024, compared salary satisfaction according to teachers' years of experience. The report found that **novice teachers were more likely to report being satisfied with their salaries than more experienced teachers in 16 education systems**. In some systems, the difference was substantial, with novice teachers reporting salary satisfaction at least 15 percentage points higher than their more experienced colleagues in Estonia, Italy, Montenegro, North Macedonia, Portugal, and Serbia.

However, the pattern was not the same in every education system. The OECD (2025) reported that **13 education systems showed the opposite pattern, where more experienced teachers were more likely to report salary satisfaction than novice teachers**. This indicates that differences in salary satisfaction according to teaching experience vary across education systems. The OECD also noted that salary satisfaction is connected not only to the salary amount but also to how salaries progress as teachers gain experience.

The OECD (2025) further reported that teachers' salaries generally increase with years of experience, but this does not always result in higher reported salary satisfaction among experienced teachers. In education systems where salary increases are relatively small during the first years of service, more experienced teachers may report lower satisfaction with their salaries. This finding shows that teaching experience can be considered together with teachers' perceptions of salary progression when examining salary satisfaction.

Overall, the available recent evidence shows that **salary satisfaction differs across teaching-experience groups in some settings, but the direction of the difference is not consistent**. The OECD (2025) found that novice teachers reported higher salary satisfaction in several education systems, while more experienced teachers reported higher satisfaction in others. Hà et al. (2025) also provides recent evidence for examining teachers' salary satisfaction across professional characteristics. Therefore, the present study may examine whether there is a **significant difference in salary satisfaction when teachers are grouped according to their years of teaching experience**.

Salary Satisfaction and Marital Status

Marital status is a personal characteristic that may be considered when examining differences in teachers' salary satisfaction. Salary satisfaction refers to teachers' assessment of the salary and compensation they receive for their work. When grouped according to marital status, the focus is on determining whether teachers with different marital statuses report similar or different levels of satisfaction with their salary.

Hà et al. (2025) examined salary satisfaction among 869 teachers and school administrators from public and private schools in Vietnam. The researchers assessed salary satisfaction through several aspects, including **salary level, teacher engagement, openness and transparency of salary distribution, and reasonableness of salary distribution rules**. The study also compared salary satisfaction across different personal and professional characteristics, including marital status.

With regard to marital status, Hà et al. (2025) found **no significant difference between single and married teachers in salary level, teacher engagement, and the reasonableness of salary distribution rules**. However, a **significant difference was found in openness and transparency of salary distribution** between the two marital-status groups. The findings therefore show that single and married teachers generally reported similar levels of satisfaction in several areas of salary satisfaction, while their views differed in the openness and transparency of salary distribution.

The findings further show that marital status should not be treated as producing one uniform difference in salary satisfaction. Rather, differences may appear in a particular aspect of salary satisfaction. Hà et al. (2025) reported that the overall salary level of Vietnamese teachers was rated at a neutral level, while satisfaction with openness and transparency of salary distribution and the reasonableness of distribution rules was somewhat higher. When these aspects were examined according to marital status, only openness and transparency of distribution showed a significant difference.

The findings of Hà et al. (2025) provide a useful basis for examining salary satisfaction according to marital status because the study directly compared **single and married teachers**. The results indicate that the two groups were similar in several aspects of salary satisfaction, but they differed in their assessment of the openness and transparency of salary distribution. This suggests that examining specific dimensions of salary satisfaction can provide more detailed results than using overall salary satisfaction alone.

Overall, the available recent evidence shows **mixed results across the different dimensions of salary satisfaction**. Hà et al. (2025) found **no significant difference between single and married teachers in salary level, teacher engagement, and reasonableness of salary distribution rules**, but found a **significant difference in openness and transparency of salary distribution**. Therefore, the present study may examine whether a **significant difference in salary satisfaction exists when teachers are grouped according to marital status**.

Salary Satisfaction and Highest Educational Attainment

Highest educational attainment refers to the highest academic qualification completed by a teacher. It may include a bachelor's degree, master's degree, doctoral degree, or other recognized qualifications. In examining salary satisfaction, this profile variable can be used to determine whether teachers with different educational qualifications report different levels of satisfaction with their salary.

Fernandez and Quines (2023) examined pay satisfaction among 400 secondary school teachers in the

Philippines. The researchers measured pay satisfaction through four areas: pay level, benefits, pay raises, and pay structure or administration. Their results showed an overall low level of pay satisfaction among the teachers. The study also collected information about teachers' demographic and professional characteristics, providing a basis for examining differences in pay satisfaction among different groups of respondents.

The study by Fernandez and Quines (2023), however, does not provide a clear statistical test showing whether pay satisfaction significantly differs according to highest educational attainment. Therefore, it would not be appropriate to state that teachers with master's degrees, doctoral degrees, or bachelor's degrees had significantly higher or lower salary satisfaction based on this study. This distinction is important because a study may collect educational-attainment data without actually testing salary satisfaction across educational-attainment groups.

The OECD (2025), through the Teaching and Learning International Survey (TALIS) 2024, provides another recent source for examining teachers' salary satisfaction. The survey directly asked teachers whether they were satisfied with the salary they received for their work. Across the participating education systems, around two in five teachers reported being satisfied with their salaries. The OECD also presented salary satisfaction alongside teacher characteristics and salary-related information, providing a broad basis for examining differences among teacher groups.

For the present study, highest educational attainment can therefore be used to group teachers according to their academic qualifications and compare their reported salary satisfaction. However, based on the accessible studies reviewed, there is not enough recent evidence to claim a consistent significant difference in salary satisfaction according to educational attainment. This makes the present study useful in determining whether teachers with different educational qualifications report significantly different levels of salary satisfaction.

Salary Satisfaction and Present Position

Present position refers to the current professional position held by a teacher in an educational institution. It may include classroom teachers, coordinators, department heads, master teachers, and other positions with different levels of responsibility. In examining salary satisfaction, present position can be used to group teachers according to their current roles and compare how they assess the salary they receive.

Fernandez and Quines (2023) examined pay satisfaction among 400 secondary school teachers in Region XII, Philippines. The researchers measured pay satisfaction through **pay level, benefits, pay raises, and pay structure or administration**. The teachers reported a low overall level of pay satisfaction, with a mean of 3.12. Satisfaction with pay level was also low, while satisfaction with pay structure or administration was moderate. These findings show that teachers' salary satisfaction can be assessed through different aspects of their compensation rather than through salary amount alone.

Similarly, Raralio (2023) examined job satisfaction among elementary teachers and included teachers' professional characteristics in describing their responses. The study provides additional support for considering teachers' current professional characteristics when examining their satisfaction at work. However, because the study focused on overall job satisfaction rather than salary satisfaction specifically, its findings should not be treated as direct evidence of a significant difference in salary satisfaction according to present position.

More recently, the OECD (2025) examined teachers' salary satisfaction using data from the Teaching and Learning International Survey (TALIS) 2024. Teachers were asked whether they were satisfied with the salary they received for their work. The report also examined teachers' salaries in relation to factors such as career stage, qualifications, and responsibilities. The OECD reported that about two in five teachers, on average, were satisfied with their salaries. It also noted that education systems use different approaches to salary structures, including salary increases based on experience, qualifications, performance, or responsibilities.

The OECD (2025) further showed that salary structures may vary according to teachers' professional responsibilities. Some education systems provide additional compensation for teachers who take on additional responsibilities, such as leadership or other duties. This is relevant to present position because teachers occupying different positions may be covered by different salary arrangements. However, the OECD report does

not provide sufficient evidence to conclude that teachers in one specific position have significantly higher or lower salary satisfaction than those in another position.

Therefore, the available literature provides a basis for examining **salary satisfaction according to present position**, but the recent accessible studies do not provide a consistent finding of significant or non-significant differences specifically by present position. This gap supports the need to examine the variable in the present study. Teachers may be grouped according to their current position, and their salary satisfaction can then be statistically compared to determine whether a significant difference exists among the groups.

Work Motivation and Sex

Sex is a personal characteristic that can be considered when examining teachers' work motivation. Comparing male and female teachers can help determine whether their level of motivation is similar or different. Work motivation may be reflected in teachers' willingness to perform their duties, exert effort, and remain committed to their responsibilities.

Özcan (2023) examined the work motivation of 284 high school teachers and included gender among the variables considered in the study. The findings showed a significant difference in work motivation according to gender. This indicates that male and female teachers in the study did not report the same level of work motivation. The finding suggests that gender may be relevant when examining differences in teachers' motivation.

However, Sunitha and Kalaivani (2023) reported a different result in their study of higher secondary teachers. Their findings showed no significant difference in work motivation according to gender. Although the respondents were also teachers, their findings differed from those of Özcan (2023). This difference may be related to the characteristics of the respondents, the educational setting, or the way work motivation was measured.

The contrasting findings are important because they show that sex does not always produce the same result in studies of teachers' work motivation. Özcan (2023) found a significant difference, whereas Sunitha and Kalaivani (2023) found no significant difference. Thus, it cannot be assumed that male teachers will always have higher or lower work motivation than female teachers.

For the present study, these different findings provide a basis for examining work motivation according to sex. The study can determine whether male and female teachers significantly differ in their level of work motivation within the selected research setting.

Work Motivation and Teaching Experience

Teaching experience refers to the number of years a teacher has worked in the teaching profession. Teachers with different lengths of service may have different levels of exposure to classroom responsibilities, school policies, and professional demands. Therefore, comparing teachers according to teaching experience can help determine whether their work motivation differs across career stages.

Özcan (2023) examined professional experience as one of the characteristics associated with teachers' work motivation. The study involved 284 high school teachers in its quantitative phase and used professional experience as one of the independent variables. The findings showed no significant difference in teachers' work motivation according to professional experience. This indicates that teachers with different lengths of service reported generally similar levels of work motivation in the study.

In contrast, the accessible study by Sunitha and Kalaivani (2023) should not be used as evidence of a significant difference in work motivation according to teaching experience. Although their study examined teaching experience, the reported significant difference according to teaching experience concerned self-efficacy, while the work-motivation finding addressed type of management.

Thus, the available evidence does not establish a consistent relationship between teaching experience and teachers' work motivation. Özcan (2023) specifically found no significant difference according to professional experience. This suggests that teachers' motivation may remain relatively similar across experience groups, although other studies may identify differences in related professional characteristics.

Work Motivation and Marital Status

Marital status is another personal characteristic that may be considered when examining teachers' work motivation. Teachers may be grouped according to whether they are single, married, or belong to other marital-status categories. Comparing these groups can help determine whether teachers' motivation differs according to their marital status.

Sunitha and Kalaivani (2023) examined marital status as one of the characteristics of higher secondary teachers. Their findings showed a **significant difference in work motivation according to marital status**. This indicates that the teachers included in the study did not report the same level of motivation across the marital-status groups.

The finding suggests that teachers' personal circumstances may be relevant when examining their work motivation. However, marital status alone should not be viewed as the direct reason for differences in motivation. Teachers have different personal responsibilities, experiences, and workplace conditions, which may also affect how they view and perform their work.

Samaco (2022) also examined work motivation among secondary school teachers and considered personal and professional characteristics in the study. The teachers demonstrated a **very high level of work motivation** across the areas of existence, relatedness, and growth needs. The study further used statistical tests to examine differences among teacher groups. This provides additional support for considering teachers' personal characteristics when studying motivation.

Although the findings provide useful evidence, the results may differ across schools and groups of teachers. Thus, the present study can determine whether **work motivation significantly differs according to marital status** among its respondents.

Work Motivation and Highest

Educational Attainment

Highest educational attainment refers to the highest academic qualification completed by a teacher. It may include a bachelor's degree, master's degree, doctoral degree, or other recognized qualifications. Examining this characteristic can help determine whether teachers with different educational backgrounds report different levels of work motivation.

Özcan (2023) included education level among the characteristics examined in relation to teachers' work motivation. The study found **no significant difference in work motivation according to educational level**. This means that teachers with different educational qualifications reported generally similar levels of work motivation.

On the other hand, Samaco (2022) reported differences in teachers' motivation when examining their personal and professional characteristics. The study measured motivation through existence, relatedness, and growth needs and found that teachers generally demonstrated very high motivation. The findings provide a basis for considering educational background when examining differences in teachers' motivation, although the study should not be interpreted as proof of a significant difference in overall motivation according to educational attainment unless such a test is directly reported.

The difference between the findings of these studies suggests that educational attainment may not always produce the same results in teachers' work motivation. Teachers who pursue graduate studies may develop additional professional knowledge and skills, while teachers with lower educational qualifications may also demonstrate strong motivation based on their experience and commitment to teaching.

Therefore, the present study can further examine whether **work motivation significantly differs according to teachers' highest educational attainment**.

Work Motivation and Present Position

Present position refers to the current professional position or designation held by a teacher. Depending on the institution, positions may include Teacher I, Teacher II, Teacher III, Master Teacher, department head, or other positions. These positions may involve different responsibilities and professional expectations.

Özcan (2023) examined several professional characteristics in relation to teachers' work motivation. The study found significant differences according to some professional characteristics, particularly gender and teaching branch. However, **present position was not directly examined as a separate variable**. Therefore, the findings cannot be used to claim that teachers in different positions have significantly different levels of work motivation.

Similarly, studies that examine teachers' motivation often focus on variables such as gender, age, educational attainment, and years of experience rather than specific teaching positions. This creates a limitation in the available literature concerning direct comparisons of work motivation among teachers holding different positions.

Present position remains relevant because teachers in different positions may have different responsibilities, workloads, and opportunities within the school. For example, teachers assigned to higher positions may have additional duties, while classroom teachers may have different day-to-day responsibilities. However, these differences should be tested rather than assumed to produce differences in motivation.

Thus, the present study can address this area by determining whether **teachers in different present positions significantly differ in their work motivation**.

Teacher Retention and Sex

Sex is one of the personal characteristics that can be examined in relation to teacher retention. Teacher retention refers to teachers' decision or intention to remain in their school or continue in the teaching profession. Comparing male and female teachers can determine whether retention differs between the two groups.

Gundlach et al. (2025) conducted a meta-analysis of 85 studies on teacher turnover and examined several teacher characteristics, including gender. Their findings showed that **gender did not significantly affect teacher turnover**. The reported log odds ratio was -0.070 , with a p -value of $.608$. This indicates that male and female teachers did not show a statistically significant difference in turnover across the studies included in the analysis.

In contrast, Zhang et al. (2024) examined turnover among kindergarten teachers and found **significant associations between gender and teachers' turnover events**. Their study considered first, second, and third turnover events, and gender was associated with these outcomes. This finding differs from the broader result reported by Gundlach et al. (2025).

The different findings show that sex may not have the same relationship with retention or turnover in all groups of teachers. Differences in educational level, type of school, working conditions, and other factors may contribute to the different results.

Therefore, the present study can further examine whether **teacher retention significantly differs between male and female teachers** in the selected research setting.

Teacher Retention and Teaching Experience

Teaching experience refers to the number of years teachers have spent working in the profession. This characteristic is important in examining retention because teachers at different stages of their careers may have different plans regarding their future in teaching.

Gundlach et al. (2025) included years of teaching experience among the characteristics examined in their meta-analysis of teacher turnover. Their review identified professional experience as one of the factors considered in studies of teacher turnover and retention. This supports the inclusion of teaching experience when examining teachers' decisions to remain or leave their positions.

The OECD (2025), using data from TALIS 2024, also examined teachers' career intentions according to career stage. The report noted that early-career teachers may have different intentions regarding their future in teaching compared with teachers who have spent more years in the profession. In several education systems, younger teachers were more likely to report an intention to leave teaching within the next five years.

These findings suggest that teachers' career stage is relevant when examining retention. However, an intention to leave is different from actual turnover or retention. A teacher may express an intention to leave but eventually remain in the profession.

For this reason, the present study can provide additional evidence by directly examining whether **teacher retention significantly differs according to teaching experience**.

Teacher Retention and Marital Status

Marital status is a personal characteristic that can be considered when examining teacher retention. Teachers may be classified according to their marital status, such as single or married. Comparing these groups can help determine whether their intention to remain in the profession differs.

Li et al. (2024) examined retention intention among rural teachers in China and included marital status among the characteristics analyzed. Their results showed a **significant difference in retention intention according to marital status**. Specifically, married rural teachers reported higher retention intention than unmarried teachers. The researchers also examined professional identity and occupational well-being as factors related to retention intention.

The finding suggests that marital-status groups may report different levels of retention intention. However, this does not mean that marital status alone determines whether a teacher remains in the profession. Personal responsibilities, workplace conditions, professional identity, and other circumstances may also be involved.

The study by Li et al. (2024) provides direct support for examining marital status in relation to teacher retention. Therefore, the present study can determine whether **teacher retention significantly differs according to marital status** among its respondents.

Teacher Retention and Highest Educational Attainment

Highest educational attainment refers to the highest academic qualification completed by a teacher. Comparing retention among teachers with different educational qualifications can help determine whether their intention to remain in teaching differs according to their level of education.

Li et al. (2024) examined educational level as one of the characteristics related to retention intention among rural teachers. Their results showed **significant differences in retention intention according to educational level**. The post-hoc analysis indicated that teachers with undergraduate and graduate degrees had lower retention intention than teachers with junior-college and technical-secondary qualifications. Thus, retention intention was not the same across the educational-level groups examined in the study.

This finding suggests that educational attainment may be relevant when examining teacher retention. Teachers who pursue higher qualifications may have different professional opportunities and career plans. At the same time, teachers with different educational backgrounds may also have different expectations regarding career development and advancement.

However, the finding of Li et al. (2024) was obtained from rural teachers in China. Therefore, the same result cannot automatically be applied to teachers in other educational settings.

For this reason, the present study can further determine whether **teacher retention significantly differs according to highest educational attainment** among its respondents.

Teacher Retention and Present Position

Present position refers to the professional position currently held by a teacher. It may include classroom teaching positions, master teacher positions, coordinators, department heads, or other positions depending on the institution. Teachers in different positions may have different responsibilities and career expectations.

The Learning Policy Institute (2024) discussed teacher retention in relation to teachers' decisions to remain in or leave their current positions. The report noted that teachers may leave their current positions for several reasons, including moving to another school, pursuing another position in education, or leaving teaching. The report also discussed teacher leadership opportunities and additional responsibilities as possible approaches for supporting teacher retention.

However, these findings do not provide a direct statistical comparison of retention according to specific present-position groups. Therefore, it would not be appropriate to conclude that teachers in one position have significantly higher or lower retention based on this source.

The lack of direct evidence provides an opportunity for the present study to examine this profile variable. Teachers may be grouped according to their present position and their retention levels may then be compared statistically. This can determine whether **teacher retention significantly differs among teachers occupying different positions**.

Salary Satisfaction and Work Motivation

Salary satisfaction refers to teachers' evaluation of the salary and compensation they receive, including salary level, benefits, salary increases, and the administration of pay. On the other hand, work motivation refers to the willingness and effort of teachers to perform their duties and responsibilities. Examining these two variables together is important because salary is one of the employment conditions that may be considered by teachers when evaluating their work.

Novliadi et al. (2023) directly examined the relationship between satisfaction with salary and work motivation among 399 employees of Universitas Sumatera Utara. Using partial least squares path modeling, the researchers found that satisfaction with salary had a significant positive effect on work motivation ($\beta = 0.151$, $p = .001$). This means that higher satisfaction with salary was associated with higher work motivation among the respondents. The study also found that organizational climate and satisfaction with supervisors significantly contributed to work motivation.

Although Novliadi et al. (2023) did not focus specifically on teachers, their findings provide direct evidence concerning the two variables in the present study. The result suggests that employees who are more satisfied with their salary tend to report higher work motivation. However, because the respondents were university employees rather than teachers, the finding should not automatically be applied to teachers. It is more appropriate to use it as supporting evidence for examining the same relationship among teachers.

More specifically, Adenia and Mohamed (2022) examined compensation satisfaction and work motivation among honorary teachers in private Islamic high schools in Indonesia. The study involved 115 honorary teachers and used questionnaires to examine the effects of compensation satisfaction and transformational leadership on teachers' work motivation. The study directly addressed compensation satisfaction as one of the factors related to work motivation, making it particularly relevant to the present study.

The findings of these studies support the view that satisfaction with compensation can be considered when examining teachers' work motivation. In particular, the study of Adenia and Mohamed (2022) is relevant because its respondents were teachers, while Novliadi et al. (2023) provide additional evidence from a broader employee group. Taken together, the studies provide a basis for further examining whether teachers who are more satisfied with their salary also report higher levels of work motivation.

Fernandez and Quines (2023) also examined pay satisfaction among 400 secondary school teachers in Region XII, Philippines. Their study measured pay satisfaction in terms of salary level, benefits, salary increases, and pay administration. The researchers reported a low level of salary satisfaction among the teachers. Their path analysis further showed that pay satisfaction was significantly associated with work engagement, with pay satisfaction contributing to the prediction of work engagement.

Although work engagement is different from work motivation, the study of Fernandez and Quines (2023) provides useful supporting evidence because both concepts describe important aspects of teachers' involvement in their work. More importantly, the study demonstrates that salary satisfaction can be statistically examined alongside teachers' work-related outcomes. However, it should not be used as direct evidence of a salary satisfaction–work motivation relationship because the study examined work engagement rather than work motivation.

Further, Parameswari and Wulani (2024) examined pay satisfaction and work engagement among 117 teachers at a vocational high school in Sidoarjo. Their findings showed that pay satisfaction significantly increased work engagement. The study also found that work engagement mediated the effect of pay satisfaction on teacher creativity. This finding adds support to the importance of pay satisfaction in teachers' work experiences, although, again, work engagement should not be treated as identical to work motivation.

Overall, the available literature provides direct and indirect support for examining the relationship between salary satisfaction and work motivation. Novliadi et al. (2023) found a significant positive relationship between salary satisfaction and work motivation among employees, while Adenia and Mohamed (2022) specifically examined compensation satisfaction and work motivation among teachers. In addition, Fernandez and Quines (2023) and Parameswari and Wulani (2024) found significant associations between pay satisfaction and work engagement among teachers. These findings point in a similar direction, although the variables and respondents differed across studies.

Therefore, the present study can further examine whether a significant relationship exists between teachers' salary satisfaction and work motivation. The results may confirm, differ from, or add to the findings of previous studies, particularly because the level of salary satisfaction and the conditions of teachers' work may vary across institutions and groups of teachers.

Salary Satisfaction and Teacher Retention

Salary satisfaction refers to teachers' evaluation of the salary they receive in relation to their work and

compensation expectations. Teacher retention, on the other hand, refers to teachers' intention or decision to remain in their current school or continue in the teaching profession. Examining these variables together is important because teachers may consider their satisfaction with compensation when deciding whether to remain in their work.

Fernandez and Quines (2023) directly examined **pay satisfaction and teacher retention** among 400 secondary school teachers in Region XII, Philippines. The researchers used a quantitative, correlational design and path analysis to examine psychological empowerment, work engagement, and pay satisfaction as variables in estimating teacher retention. Their study provides direct evidence that pay satisfaction can be examined as part of a model of teacher retention. Because the respondents were secondary school teachers, the study is particularly relevant to research examining salary satisfaction and retention among teachers.

The findings of Fernandez and Quines (2023) are important because they examined **pay satisfaction specifically**, rather than salary amount alone. Pay satisfaction included teachers' perceptions of their compensation, making it closer to the concept of salary satisfaction used in the present study. Their work also shows that retention can be examined through several employment-related factors rather than through salary alone. Thus, salary satisfaction may be considered as one aspect of teachers' decisions regarding whether to remain in their employment.

More recent evidence is provided by the OECD (2025) through the results of TALIS 2024. The report found that teachers who were satisfied with their salaries were **25% less likely to report wanting to leave teaching within the next five years**, after accounting for teacher and school characteristics, intrinsic motivations, and contract conditions. The negative association remained statistically significant in some education systems, although it was not consistent across all systems. The OECD also emphasized that salary is only one of several factors related to teachers' career intentions.

The OECD (2025) findings are particularly useful because they directly connect **salary satisfaction with teachers' intention to leave the profession**. The finding suggests that higher salary satisfaction is associated with stronger intentions to remain in teaching. However, the report also shows that salary satisfaction should not be considered the only factor related to retention. Other employment conditions, opportunities for career progression, work schedules, and teachers' intrinsic motivations were also associated with career intentions.

Similarly, De Los Santos et al. (2024) examined human resource management practices, job satisfaction, and turnover intention among central school elementary teachers in the Ormoc City Division. The findings showed that compensation practices were related to turnover intention through job satisfaction, suggesting that compensation and teachers' perceptions of their employment conditions may be relevant to teacher retention.

In addition, Zhou and Ma (2022) examined organizational justice, salary satisfaction, and turnover intention among primary and secondary school teachers. Their findings showed that salary satisfaction was significantly associated with lower turnover intention. The study also found that salary satisfaction partially mediated the relationship between organizational justice and turnover intention.

Fernandez and Quines (2023) likewise examined pay satisfaction within a teacher-retention model among secondary school teachers. Their study considered pay satisfaction in terms of pay level, benefits, pay raises, and pay administration and examined its relationship with work engagement and retention.

More recently, the OECD (2025) reported that salary is one of several employment conditions that may influence teachers' career intentions. Using data from TALIS 2024, the OECD emphasized that teachers' decisions to remain in or leave the profession are also associated with factors such as intrinsic motivation, working conditions, career opportunities, and employment terms.

Taken together, these studies provide evidence that salary satisfaction is relevant to teacher retention and turnover intention. De Los Santos et al. (2024) linked salary satisfaction with retention, while Zhou and Ma (2022) found that greater salary satisfaction was associated with lower turnover intention. Fernandez and Quines (2023) further examined pay satisfaction within a teacher-retention model. These findings provide a basis for determining whether a significant relationship exists between salary satisfaction and teacher retention among the teachers included in the present study.

RESEARCH METHODOLOGY

This chapter presents the research design employed in the study, as well as the subject and respondents, research instrument used, including its validity and reliability. Furthermore, it outlines the data gathering procedures and the statistical tools that will be utilized in analyzing and interpreting the collected data.

Research Design

This study employed a quantitative descriptive-correlational research design. According to Creswell and Creswell (2022), a descriptive-correlational design is appropriate for studies that aim to describe the characteristics of variables and determine the relationships among them without manipulating the research environment.

In this study, the descriptive component was utilized to determine the levels of salary satisfaction, work motivation, and teacher retention among public elementary school teachers. Specifically, it described the respondents' perceptions of these variables when taken as a whole and when grouped according to their demographic profile.

The correlational component was employed to examine the relationship between salary satisfaction and the two dependent variables, namely work motivation and teacher retention. Since the study sought to determine whether statistically significant relationships existed among these variables without establishing cause-and-effect relationships, the descriptive-correlational design was considered the most appropriate research design.

This design enabled the researcher to gather quantitative data from the respondents in their natural work setting and to analyze the data objectively using appropriate descriptive and inferential statistical techniques.

Subject and Respondents of the Study

The subject and respondents of this study were public elementary school teachers assigned to Districts 3A and 3B of the Schools Division in Negros Island Region during the school year 2026–2027. These teachers were selected because they are directly involved in the delivery of instruction, implementation of educational programs, and other professional responsibilities within the public elementary school system.

The study involved a total population of 131 public elementary school teachers from the two districts. They served as the primary sources of data in determining the levels of salary satisfaction, work motivation, and teacher retention, as well as in examining the relationships among these variables.

The respondents represented teachers with varying demographic characteristics, including sex, teaching experience, marital status, highest educational attainment, and present position. These profile variables were considered in describing the respondents and in determining whether significant differences existed in the study variables.

The inclusion of teachers from Districts 3A and 3B provided a representative group of public elementary school teachers within the Schools Division in Negros Island Region, thereby enabling the researcher to obtain relevant and reliable data necessary to achieve the objectives of the study.

Population and Sample Size

The population of this study consisted of 131 public elementary school teachers assigned to Districts 3A and 3B of the Schools Division of Bago City during the School Year 2026–2027. These teachers comprised the target population from which the respondents were selected.

To determine the appropriate sample size, the study employed Yamane's Formula (Yamane, 1967) using a 95% confidence level and a 5% margin of error ($e = 0.05$). Yamane's Formula is a widely accepted statistical method for determining sample size from a finite population. It provides a simple yet reliable approach to obtaining a representative sample while maintaining the desired level of precision.

The formula is expressed as:

$$n = \frac{N}{1 + N(e)^2}$$

where:

n = required sample size

N = total population

e = margin of error (0.05)

Substituting the values into the formula:

$$n = \frac{131}{1 + 131(0.05)^2}$$

$$n = \frac{131}{1 + 131(0.0025)}$$

$$n = \frac{131}{1 + 0.3275}$$

$$n = \frac{131}{1.3275}$$

$$n = 98.68$$

The computed sample size was 98.68, which was rounded to 99 respondents. This sample size was considered sufficient to represent the target population and to generate reliable data for statistical analysis.

Sampling Technique

Ninety-nine respondents were selected through stratified random sampling to ensure proportional representation and reduce sampling bias of public elementary school teachers from Districts 3A and 3B. This technique allows for comparisons between groups and ensures that the sample accurately reflects the diversity of the teacher population. The distribution of respondents according to their respective districts is presented in Table 1.

Table 1. Distribution of Respondents.

School	N	n
A	9	7
B	10	7
C	22	17
D	9	7
E	16	12
F	33	25
G	12	9
H	20	15
Total	131	99

Data Gathering Instrument

The primary data-gathering instrument used in this study was a researcher-made structured questionnaire. The instrument was developed by the researcher based on the concepts, indicators, and empirical findings presented in the reviewed literature and related studies on salary satisfaction, work motivation, and teacher retention. The questionnaire was designed to gather the data necessary to answer the research questions and achieve the objectives of the study. Prior to its administration, the instrument underwent content validation by a panel of experts to ensure that the items were clear, relevant, and aligned with the variables being measured.

The questionnaire consisted of four parts with a total of 37 items. Part I contained seven (7) items that gathered the respondents' demographic profile, including sex, age, teaching experience, highest educational attainment, grade level currently teaching, present position, and marital status. These profile variables were used to describe the respondents and to determine whether significant differences existed in the levels of salary satisfaction, work motivation, and teacher retention.

Part II consisted of ten (10) items that measured the respondents' level of salary satisfaction. The items were developed based on the concepts of compensation, benefits, incentives, and financial satisfaction identified in the reviewed literature. This section assessed the respondents' perceptions regarding the adequacy, fairness, and overall satisfaction with their salary and related financial benefits.

Part III comprised ten (10) items designed to measure the respondents' work motivation. The items were formulated to assess various dimensions of teachers' motivation, including intrinsic motivation, extrinsic motivation, professional growth, social support, and teaching commitment, as identified in the literature.

Part IV consisted of ten (10) items that measured teacher retention. The items focused on the respondents'

intention to remain in the teaching profession and were based on the dimensions of continuance intention, affective commitment, organizational support, work-life balance, and career stability.

Parts II, III, and IV employed a five-point Likert scale to measure the respondents' level of agreement with each statement. The response options were 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, and 1 – Strongly Disagree. The use of the Likert scale enabled the researcher to quantify the respondents' perceptions and attitudes toward salary satisfaction, work motivation, and teacher retention, thereby facilitating the statistical analysis and interpretation of the collected data.

Validity and Reliability of the Research Instrument

Before administering the questionnaire to the respondents, the researcher established its validity and reliability to ensure that it could measure the variables of the study accurately and consistently.

For content validation, the questionnaire was evaluated by five (5) experts with extensive professional experience in educational management, instructional supervision, curriculum implementation, teacher development, and educational research. The validators included educational leaders occupying supervisory and administrative positions within the Department of Education and possessing advanced graduate qualifications. Their knowledge and experience enabled them to assess whether the questionnaire items were appropriate, understandable, relevant, and aligned with the objectives and constructs of the study.

The validators reviewed each item for clarity, relevance, adequacy, and consistency with the concepts of salary satisfaction, work motivation, and teacher retention. Their observations and recommendations served as the basis for revising the questionnaire, resulting in improvements to the wording, organization, and overall quality of the instrument prior to its distribution to the respondents.

To determine the reliability of the questionnaire, a pilot test was conducted among 30 public elementary school teachers who were not included in the actual respondents but shared characteristics similar to those of the target population. The data gathered from the pilot testing were subjected to Cronbach's alpha analysis to determine the internal consistency of the instrument. A Cronbach's alpha coefficient of 0.70 or higher was considered an acceptable level of internal consistency (Hussey et al., 2025).

The pilot testing yielded Cronbach's Alpha coefficients of 0.977, 0.975, and 0.826, indicating high internal consistency of the questionnaires. This result suggests that the instrument was reliable and suitable for gathering the data needed to achieve the objectives of the study.

Data Gathering Procedures

Prior to the conduct of the study, the researcher secured the necessary approval and permission from the

Schools Division Office in Negros Island Region to administer the research instrument. Upon obtaining the approval, letters requesting permission were sent to the concerned school heads of the participating public elementary schools in Districts 3A and 3B to seek their cooperation and support in the conduct of the study.

After the necessary permissions were granted, the researcher coordinated with the school heads and teacher representatives regarding the schedule and procedures for the administration of the questionnaires. An orientation was then conducted among the selected respondents to explain the purpose and objectives of the study. During the orientation, the respondents were informed that their participation was entirely voluntary and that the information they provided would be treated with the utmost confidentiality. They were likewise assured that their responses would be used solely for academic and research purposes.

The questionnaires were personally distributed to the selected respondents. They were given sufficient time to read and answer each item carefully and honestly. After the questionnaires had been completed, the researcher immediately retrieved them and checked each questionnaire for completeness to ensure that all necessary data had been provided.

Finally, the accomplished questionnaires were systematically organized, coded, and tabulated. The collected data were then prepared for statistical analysis using the appropriate descriptive and inferential statistical tools

identified in the study.

Data Analyses

The data collected from the respondents were organized, coded, tabulated, and analyzed using appropriate descriptive and inferential statistical techniques. The selection of the statistical tools was based on the nature of the research questions and the level of measurement of the variables. Descriptive statistics were employed to summarize and describe the respondents' responses, whereas inferential statistics were utilized to determine significant differences and relationships among the variables investigated in the study.

To answer the statement of the problem number 1, which sought to describe the profile of the respondents in terms of sex, teaching experience, marital status, highest educational attainment, and present position, frequency count and percentage distribution were employed. Frequency count was used to determine the number of respondents in each category, while percentage distribution was used to determine the proportion of respondents relative to the total population.

The formula for percentage distribution is presented on the next page:

$$P = \left(\frac{f}{N} \right) \times 100$$

Where:

P = percentage

f = frequency count of responses per category

N = total number of respondents

To answer the statement of the problem number 2, which determined the level of salary satisfaction of public elementary school teachers when taken as a whole and when grouped according to sex, teaching experience, marital status, highest educational attainment, and present position, mean and standard deviation were used. The weighted mean was computed to obtain the average response of the respondents for each indicator and for the variable as a whole. The standard deviation was likewise calculated to determine the degree of variation or consistency of the responses.

The weighted mean was computed using the following formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\bar{x}$ = Weighted Mean

$\sum x$ = Sum of all weighted responses

N = Total number of respondents

The standard deviation was computed using the formula:

$$SD = \sqrt{\frac{\sum (X - \bar{X})^2}{N - 1}}$$

Where:

SD = Standard Deviation

X = Individual score

$\bar{X}$ = Mean

N = Number of respondents

The computed means were interpreted using the following scale:

Scale	Description	Mean Range	Interpretation	Verbal Description
5	Strongly Agree	4.21 – 5.00	Very High	Teachers are very highly satisfied with their salary, indicating that their salary satisfactorily meets their expectations and financial needs.
4	Agree	3.41 – 4.20	High	Teachers are highly satisfied with their salary, indicating that their salary generally meets their expectations and financial needs.
3	Neutral	2.61 – 3.40	Moderate	Teachers are moderately satisfied with their salary, indicating that their salary meets their expectations and financial needs to some extent.
2	Disagree	1.81 – 2.60	Low	Teachers are slightly satisfied with their salary, indicating that their salary provides limited satisfaction in relation to their expectations and financial needs.
1	Strongly Disagree	1.00 – 1.80	Very Low	Teachers are not satisfied with their salary, indicating that their salary does not adequately meet their expectations and financial needs.

To answer the statement of the problem number 3, which determined the level of work motivation of public elementary school teachers when taken as a whole and when grouped according to sex, teaching experience, marital status, highest educational attainment, and present position, the mean and standard deviation were also used.

The computed means were interpreted using the following scale:

Scale	Description	Mean Range	Interpretation	Verbal Description
5	Strongly Agree	4.21 – 5.00	Very High	Teachers are very highly motivated to perform their work, demonstrating strong enthusiasm and commitment toward their responsibilities.
4	Agree	3.41 – 4.20	High	Teachers are highly motivated to perform their work, demonstrating consistent enthusiasm and commitment toward their responsibilities.
3	Neutral	2.61 – 3.40	Moderate	Teachers are moderately motivated to perform their work, demonstrating a fair level of enthusiasm and commitment toward their responsibilities.
2	Disagree	1.81 – 2.60	Low	Teachers are slightly motivated to perform their work, demonstrating limited enthusiasm and commitment toward their responsibilities.
1	Strongly Disagree	1.00 – 1.80	Very Low	Teachers are not motivated to perform their work, demonstrating minimal enthusiasm and commitment toward their responsibilities.

To answer the statement of the problem number 4, which determined the level of teacher retention among public elementary school teachers, when taken as a whole and when grouped according to sex, teaching experience, marital status, highest educational attainment, and present position, mean and standard deviation were also used.

The computed means were interpreted using the following scale:

Scale	Description	Mean Range	Interpretation	Verbal Description
5	Strongly Agree	4.21 – 5.00	Very High	Teachers have a very high level of intention to

				remain in the teaching profession, indicating a strong willingness to continue serving as teachers.
4	Agree	3.41 – 4.20	High	Teachers have a high level of intention to remain in the teaching profession, indicating a willingness to continue serving as teachers.
3	Neutral	2.61 – 3.40	Moderate	Teachers have a moderate level of intention to remain in the teaching profession, indicating some willingness to continue serving as teachers.
2	Disagree	1.81 – 2.60	Low	Teachers have a low level of intention to remain in the teaching profession, indicating limited willingness to continue serving as teachers.
1	Strongly Disagree	1.00 – 1.80	Very Low	Teachers have a very low level of intention to remain in the teaching profession, indicating little or no willingness to continue serving as teachers.

To answer the statement of the problem number 5, which determined the significant difference in the level of salary satisfaction when teachers are grouped according to sex, teaching experience, marital status, highest educational attainment, and present position. Since the data were gathered using a Likert-scale questionnaire and analyzed using non-parametric procedures, significant differences among the respondents were determined using the Mann–Whitney (U) Test for profile variables with two categories and the Kruskal–Wallis (H) Test for profile variables with three or more categories.

The formula for Mann-Whitney (U) test:

$$U_1 = n_1 n_2 + \frac{n_1(n_1 + 1)}{2} - R_1$$

$$U_2 = n_1 n_2 + \frac{n_2(n_2 + 1)}{2} - R_2$$

Where:

n_1 = number of participants for group 1

n_2 = number of participants for group 2

R_1 = Sum of the ranks for group 1

R_2 = Sum of the ranks for group 2

The formula for Kruskal Wallis H-Test:

$$H = \frac{12}{n(n+1)} \sum \frac{R_i^2}{n_i} - 3(n+1)$$

Where:

n = Total number of participants

R_i^2 = Total rank for each group

n_i = No. of participants in each group

To answer the statement of the problem number 6, which determined the significant difference in the level of work motivation when teachers are grouped according to sex, teaching experience, marital status, highest educational attainment, and present position, Mann–Whitney (U) Test and the Kruskal–Wallis (H) Test were likewise employed.

To answer the statement of the problem number 7, which determined the significant difference in the level of teacher retention when teachers are grouped according to sex, teaching experience, marital status, highest educational attainment, and present position, Mann–Whitney (U) Test and the Kruskal–Wallis (H) Test were likewise employed.

To answer the statement of the problem number 8, which determined the significant relationship between salary satisfaction and work motivation of public elementary school teachers, Spearman Rank-Order Correlation Coefficient (Spearman's rho) was used. This statistical technique was selected because it measures the strength and direction of the relationship between two variables measured using ordinal data.

The formula for Spearman's rho:

$$r_s = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

Where:

r_s = Spearman Rank Correlation Coefficient

d = Difference between paired ranks

n = Number of paired observations

The resulting correlation coefficients were interpreted using the following guide:

Correlation Coefficient	Interpretation
$\pm 0.90 - \pm 1.00$	Very Strong
$\pm 0.70 - \pm 0.89$	Strong
$\pm 0.40 - \pm 0.69$	Moderate
$\pm 0.20 - \pm 0.39$	Weak
$\pm 0.00 - \pm 0.19$	Very Weak

To answer the statement of the problem number 9, which determined the relationship between salary satisfaction and teacher retention was likewise determined using the Spearman Rank-Order Correlation Coefficient (Spearman's rho). were used.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents, analyzes, and interprets the data gathered from the respondents in accordance with the research questions and objectives of the study. The presentation begins with the demographic profile of the respondents, followed by the analysis of salary satisfaction, work motivation, teacher retention, and the relationships among the variables investigated.

Demographic Profile of the Respondents

The demographic characteristics of the respondents are presented in the succeeding tables. Specifically, the respondents are described according to sex, teaching experience, marital status, highest educational attainment, and present position. These profile variables provide a general description of the participants and serve as important background information for interpreting the findings of the study.

Table 2. Frequency and Percentage Distribution of the Respondents According to Profile.

Profile	Category	f	%
Sex			
	Male	92	92.93
	Female	7	7.07
	Total	99	100.00
Teaching Experience			
	1-5 years	12	12.12
	6-10 years	21	21.21
	11-15 years	23	23.23
	16-20 years	25	25.25
	21 years and above	18	18.18
	Total	99	100.00
Marital Status			
	Single/Unmarried	14	14.14
	Married	75	75.76
	Widowed	4	4.04
	Divorced	1	1.01
	Separated	5	5.05
	Total	99	100.00
Highest Educational Attainment			
	Bachelor's Degree	24	24.24
	Bachelor's Degree + Units	47	47.47
	Master's Degree	28	28.28
	Total	99	100.00
Present Position			
	Teacher I	21	21.21
	Teacher II	68	68.69
	Teacher III	8	8.08
	Master Teacher I	2	2.02
	Total	99	100.00

Table 2 presents the frequency and percentage distribution of the respondents according to their demographic characteristics, namely sex, teaching experience, marital status, highest educational attainment, and present position. These variables provide a descriptive overview of the participants and establish the context for interpreting their responses regarding salary satisfaction, work motivation, and teacher retention.

With respect to sex, the majority of the respondents were male with 92 respondents ($f = 92$, 92.93%), while only seven ($f = 7$, 7.07%) were female. This finding indicates that the respondents in the study were predominantly male, suggesting that the perceptions reported in this study largely reflect the experiences of male teachers. Although sex may influence work attitudes and career experiences, both male and female teachers are expected to perform similar professional responsibilities within the public school system. The observed distribution simply reflects the composition of the participating schools rather than differences in professional competence. According to the Philippine Statistics Authority (2023), sex-disaggregated statistics provide important information for describing population and workforce characteristics and supporting research, planning, and policy development. Such demographic information can provide useful context when examining differences in teachers' professional experiences and work-related outcomes.

Regarding teaching experience, the largest proportion of respondents had 16–20 years of teaching experience, with 25 respondents ($f = 25$, 25.25%), followed by 11–15 years with 23 respondents ($f = 23$, 23.23%), 6–10 years with 21 respondents ($f = 21$, 21.21%), 21 years and above with 18 respondents ($f = 18$, 18.18%), and 1–5 years with 12 respondents ($f = 12$, 12.12%). The results indicate that the respondents generally possessed considerable teaching experience, suggesting that they had accumulated substantial instructional knowledge and professional expertise over the years. Teachers with longer years of service are more likely to have encountered various educational reforms, organizational changes, and professional development opportunities, enabling them to provide well-informed responses regarding salary satisfaction, work motivation, and retention.

This observation supports the findings of Toropova et al. (2021), who reported that experienced teachers tend to demonstrate greater professional competence and stronger organizational commitment as they gain confidence and mastery in their profession. Similarly, the OECD (2023) noted that teaching experience contributes significantly to teachers' instructional effectiveness and professional resilience, both of which influence workplace satisfaction and long-term career commitment.

In terms of marital status, the majority of the respondents were married, with 75 respondents ($f = 75$, 75.76%), while the remaining respondents were single or unmarried with 14 respondents ($f = 14$, 14.14%), separated with five respondents ($f = 5$, 5.05%), widowed with four respondents ($f = 4$, 4.04%), and divorced with only one respondent ($f = 1$, 1.01%). This finding suggests that most respondents have family responsibilities alongside their professional duties. Family obligations may influence teachers' perspectives on financial stability, career advancement, and job security, particularly in relation to salary satisfaction and decisions to remain in the teaching profession.

Family-related responsibilities can influence workers' participation in employment and their ability to balance personal and professional responsibilities. The International Labour Organization (ILO, 2023) emphasized that personal and family responsibilities, including unpaid care work, can affect people's ability to participate in and remain in employment. The ILO also highlighted the importance of working-time arrangements and work-life balance in supporting workers' well-being and employment conditions.

Regarding highest educational attainment, nearly half of the respondents had earned a bachelor's degree with graduate units, with 47 respondents ($f = 47$, 47.47%), followed by those with a master's degree, with 28 respondents ($f = 28$, 28.28%), and those holding only a bachelor's degree, with 24 respondents ($f = 24$, 24.24%). The findings indicate that many respondents have pursued graduate education as part of their professional development. This reflects teachers' commitment to improving their qualifications and enhancing their opportunities for career advancement within the Department of Education. Graduate education also equips teachers with advanced pedagogical knowledge, research skills, and leadership competencies that contribute to instructional effectiveness.

This finding is consistent with the Department of Education's Professional Development Framework (DepEd, 2022), which encourages teachers to pursue continuing education as part of career progression and professional growth. Likewise, Darling-Hammond (2022) emphasized that continuous professional learning enhances teachers' instructional competence, confidence, and overall effectiveness in meeting learners' diverse educational needs.

Regarding present position, most of the respondents were Teacher II with 68 respondents ($f = 68$, 68.69%), followed by Teacher I with 21 respondents ($f = 21$, 21.21%), Teacher III with 8 respondents ($f = 8$, 8.08%), and Master Teacher I with two respondents ($f = 2$, 2.02%). This distribution indicates that most participants occupied mid-level teaching positions within the public school system. The relatively small number of Master Teachers suggests that higher-ranking instructional positions were less represented in the study, which is expected because promotion opportunities are generally limited and highly competitive. Teachers occupying different plantilla positions may experience varying levels of professional responsibilities, compensation, and promotion opportunities, which may subsequently influence their perceptions of salary satisfaction, work motivation, and retention.

According to the Department of Education (2024), teacher career progression follows a structured promotion system based on qualifications, experience, and performance. Similarly, OECD (2023) reported that opportunities for career advancement and recognition are important organizational factors that influence teachers' motivation, professional satisfaction, and decisions to remain in the profession.

Overall, the respondents were predominantly male, experienced in teaching, married, academically qualified with graduate studies, and mostly occupying Teacher II positions. These demographic characteristics suggest that the respondents possess substantial professional experience and educational qualifications, providing a credible basis for examining salary satisfaction, work motivation, and teacher retention among public school teachers. Understanding these characteristics also provides a useful context for interpreting the subsequent findings presented in this chapter.

Salary Satisfaction of Public

Elementary School Teachers

The first objective of the study was to determine the level of salary satisfaction of public elementary school teachers. Salary satisfaction was examined both overall and according to selected demographic characteristics, namely sex, teaching experience, marital status, highest educational attainment, and present position. Examining these variations provides a broader understanding of how teachers perceive their compensation across different demographic groups. The results are presented in Table 3 below.

Table 3. Level of Salary Satisfaction of Public Elementary School Teachers Overall and According to Profile.

Profile	Category	n	Mean	SD	Interpretation
Sex	Male	92	3.37	.80	Moderate
	Female	7	3.77	.48	High
Teaching Experience	1-5 yrs.	12	3.71	.70	High
	6-10 years	21	3.45	.85	High
	11-15 years	23	3.13	.66	Moderate
	16-20 years	25	3.53	.81	High
	21 years and above	18	3.28	.83	Moderate
Marital status	Single/Unmarried	14	3.75	.76	High
	Married	75	3.34	.78	Moderate
	Widowed	4	3.50	.58	High
	Divorced	1	2.00	.	Low
	Separated	5	3.40	.89	Moderate
Highest Educational Attainment	Bachelor's Degree	24	3.52	.90	High
	Bachelor's Degree + Units	47	3.33	.69	Moderate
	Master's Degree	28	3.40	.85	Moderate
Present Position	Teacher I	21	3.45	.90	High
	Teacher II	68	3.39	.75	Moderate
	Teacher III	8	3.25	.89	Moderate
	Master Teacher I	2	3.50	.71	High
Salary Satisfaction as a Whole		99	3.39	.79	Moderate

Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low

Table 3 presents the level of salary satisfaction of public elementary school teachers as a whole and when grouped according to selected demographic characteristics

The respondents obtained a mean score of 3.39 (SD = 0.79), which is interpreted as moderate. This indicates that public elementary school teachers were moderately satisfied with their salaries. While the respondents generally recognized the value of their compensation, they did not perceive it as fully adequate in meeting their financial obligations and professional expectations. This suggests that although government employment offers income stability, teachers continue to experience concerns regarding the adequacy of their salaries.

This finding is consistent with recent evidence emphasizing the importance of compensation in teachers' job satisfaction and retention. The OECD (2024) reported that competitive salaries and incentives are important factors in attracting and retaining teachers, although compensation is only one component of teachers' overall professional well-being. The report further emphasized that working conditions, professional growth, career opportunities, and other factors also contribute to teachers' decisions to remain in the profession.

With respect to sex, female teachers obtained a higher level of salary satisfaction (M = 3.77, SD = 0.48), interpreted as high, than male teachers (M = 3.37, SD = 0.80), whose responses were interpreted as moderate.

However, this finding should be interpreted with caution because only seven female teachers participated in the study compared with ninety-two male teachers. The unequal distribution of respondents may have influenced the descriptive results; thus, these findings should not be generalized to the broader teaching population.

Interestingly, an international study by Eryilmaz et al. (2025) reported that female teachers generally exhibited higher levels of job satisfaction than their male counterparts across most countries. However, the gender difference was statistically significant in only some education systems, indicating that contextual and organizational factors may influence the relationship between sex and teacher job satisfaction.

In terms of teaching experience, teachers with 1–5 years of service obtained the highest salary satisfaction ($M = 3.71$, $SD = 0.70$), followed by those with 16–20 years ($M = 3.53$, $SD = 0.81$) and 6–10 years ($M = 3.45$, $SD = 0.85$), all interpreted as High. Meanwhile, respondents with 11–15 years ($M = 3.13$, $SD = 0.66$) and 21 years and above ($M = 3.28$, $SD = 0.83$) demonstrated moderate salary satisfaction. These findings suggest that salary satisfaction does not necessarily increase with length of service. Rather, teachers' perceptions of compensation may vary depending on their professional expectations, career stage, and working conditions.

This observation supports the findings of Toropova et al. (2021), who concluded that salary satisfaction is influenced not only by years of teaching experience but also by school working conditions, leadership support, workload, and opportunities for professional growth. Likewise, the OECD (2024) reported that teachers' satisfaction varies across career stages because employment conditions and professional expectations change over time.

Regarding marital status, single or unmarried teachers obtained the highest mean score ($M = 3.75$, $SD = 0.76$), interpreted as high. Widowed teachers likewise reported a High level of salary satisfaction ($M = 3.50$, $SD = 0.58$), whereas married teachers ($M = 3.34$, $SD = 0.78$) and separated teachers ($M = 3.40$, $SD = 0.89$) demonstrated moderate satisfaction. The lone divorced respondent obtained a low level of salary satisfaction ($M = 2.00$); however, this finding cannot be generalized because it represents only one respondent. The variation observed across marital groups suggests that teachers' personal circumstances may influence how they perceive the adequacy of their salaries.

Similar findings were reported by Viliran (2025), who found that job satisfaction among private school teachers varied across age groups, with satisfaction increasing among older respondents. The study suggested that changing family responsibilities may contribute to this pattern and also identified salary and benefits as important employment factors associated with teachers' job satisfaction.

With respect to highest educational attainment, teachers holding only a Bachelor's Degree obtained a high level of salary satisfaction ($M = 3.52$, $SD = 0.90$), whereas those with a Bachelor's Degree plus graduate units ($M = 3.33$, $SD = 0.69$) and those with a Master's Degree ($M = 3.40$, $SD = 0.85$) reported Moderate satisfaction. These findings indicate that higher educational attainment did not necessarily correspond to higher salary satisfaction. Teachers with advanced qualifications may develop greater expectations regarding compensation, promotion opportunities, and professional recognition.

This finding is supported by Fernandez and Quines (2023), who found that pay satisfaction is influenced not only by salary but also by opportunities for professional advancement, recognition, and employee empowerment.

In terms of present position, Master Teacher I respondents obtained the highest mean score ($M = 3.50$, $SD = 0.71$), followed by Teacher I ($M = 3.45$, $SD = 0.90$), both interpreted as high. Meanwhile, Teacher II ($M = 3.39$, $SD = 0.75$) and Teacher III ($M = 3.25$, $SD = 0.89$) demonstrated moderate salary satisfaction. Although teachers occupying higher positions generally receive higher salaries, the findings indicate that salary satisfaction may be influenced by factors beyond compensation, including workload, organizational support, and opportunities for career advancement.

This observation agrees with Anog et al. (2024), who reported that compensation contributes to teacher retention; however, working conditions, administrative support, and professional growth opportunities likewise play significant roles in shaping teachers' satisfaction and intention to remain in the profession.

Overall, the findings reveal that public elementary school teachers exhibited a moderate level of salary satisfaction. Although some demographic groups demonstrated relatively higher levels of satisfaction, the overall results indicate that teachers generally perceived their salaries as adequate but not fully sufficient to meet their personal and professional expectations. The findings underscore the importance of strengthening compensation policies together with professional support systems, career development opportunities, and positive working conditions to improve teachers' overall satisfaction and encourage long-term retention in the teaching profession.

This finding is supported by Percales and Lomarda (2025) and Anog et al. (2024), who emphasized the importance of compensation, working conditions, and career development in understanding teachers' job satisfaction and retention. Anog et al. (2024) specifically found that working conditions had a very high degree of influence on teacher retention, while compensation, administrative support, and professional growth had a high degree of influence.

Work Motivation of Public Elementary Teachers

The second objective of the study was to determine the level of work motivation among public elementary school teachers. Work motivation was examined both overall and according to selected demographic characteristics, namely sex, teaching experience, marital status, highest educational attainment, and present position. This analysis provides insights into the extent to which teachers remain motivated in performing their professional responsibilities across different demographic groups. The results are presented in Table 4 on the next page.

Table 4. Level of Work Motivation of Public Elementary School Teachers Overall and According to Profile.

Profile	Category	n	M	SD	Interpretation
Sex	Male	92	4.51	0.26	Very High
	Female	7	4.45	0.35	Very High
Teaching Experience	1–5 years	12	4.49	0.29	Very High
	6–10 years	21	4.54	0.20	Very High
	11–15 years	23	4.52	0.30	Very High
	16–20 years	25	4.48	0.29	Very High
	21 years and above	18	4.52	0.25	Very High
Marital Status	Single/Unmarried	14	4.48	0.28	Very High
	Married	75	4.52	0.27	Very High
	Widowed	4	4.47	0.21	Very High
	Divorced	1	4.50	—	Very High
	Separated	5	4.50	0.34	Very High
Highest Educational Attainment	Bachelor's Degree	24	4.52	0.24	Very High
	Bachelor's Degree with Graduate Units	47	4.51	0.30	Very High
	Master's Degree	28	4.50	0.22	Very High
Present Position	Teacher I	21	4.53	0.25	Very High
	Teacher II	68	4.51	0.27	Very High
	Teacher III	8	4.55	0.22	Very High
	Master Teacher I	2	4.25	0.35	Very High
Work Motivation as a Whole		99	4.51	0.27	Very High

Legend:
(4.21-5.00)-Very

High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low

Table 4 presents the level of work motivation of public elementary school teachers both overall and when grouped according to selected demographic characteristics.

Overall, the respondents obtained a mean score of 4.51 (SD = 0.27), interpreted as very high. This finding indicates that public elementary school teachers possess a very high level of work motivation. The result suggests that the respondents remain highly committed to performing their professional responsibilities, achieving instructional goals, and contributing to learners' academic development despite the challenges associated with the teaching profession.

This finding is consistent with recent evidence showing that teachers' working conditions and professional experiences are associated with their well-being and job satisfaction. The OECD (2025) reported that teachers' professional outcomes are related to factors such as self-efficacy, working conditions, and job satisfaction. The report also showed that teacher self-efficacy is positively associated with job satisfaction and with the fulfillment of teaching aims, including adapting instruction to students' needs.

When grouped according to sex, both male (M = 4.51, SD = 0.26) and female (M = 4.45, SD = 0.35) respondents demonstrated a very high level of work motivation. Although male teachers obtained a slightly higher mean score, the difference between the two groups was minimal. This finding suggests that work motivation remains consistently high regardless of sex, indicating that both male and female teachers exhibit comparable levels of professional commitment and dedication to their teaching responsibilities.

This observation is supported by Collie (2023), who found that autonomy-supportive leadership was positively associated with teachers' work motivation. The findings suggest that supportive leadership and workplace conditions may play an important role in teachers' motivation and related work outcomes.

With respect to teaching experience, all categories demonstrated a very high level of work motivation. Teachers with 6–10 years of experience obtained the highest mean score (M = 4.54, SD = 0.20), followed closely by those with 11–15 years (M = 4.52, SD = 0.30) and 21 years and above (M = 4.52, SD = 0.25). Respondents with 16–20 years of experience recorded the lowest mean (M = 4.48, SD = 0.29); however, this value still falls within the very high descriptive category.

These findings indicate that teachers maintain a consistently high level of work motivation regardless of their length of service.

This result may be understood in light of the findings of Skaalvik and Skaalvik (2021), who reported that teacher autonomy, supportive relationships with colleagues, and a sense of belonging are associated with positive teacher experiences and job satisfaction. Their findings suggest that supportive workplace conditions may contribute to positive professional experiences among teachers across different career stages.

Regarding marital status, all respondent groups likewise demonstrated a very high level of work motivation. Married teachers obtained the highest mean score (M = 4.52, SD = 0.27), followed by divorced (M = 4.50), separated (M = 4.50, SD = 0.34), single or unmarried (M = 4.48, SD = 0.28), and widowed teachers (M = 4.47, SD = 0.21). The consistently high ratings across all marital status categories suggest that teachers remained highly motivated regardless of their personal or family circumstances. These findings imply that professional commitment and dedication to teaching extend across different marital groups.

This finding is consistent with Sunitha and Kalaivani (2023), who reported that married higher secondary teachers had higher work motivation than unmarried teachers. The similarity in findings suggests that married teachers may demonstrate strong motivation toward their professional responsibilities.

In terms of highest educational attainment, respondents holding a Bachelor's Degree obtained the highest mean score (M = 4.52, SD = 0.24), followed by those with a Bachelor's Degree with Graduate Units (M = 4.51, SD = 0.30) and those with a Master's Degree (M = 4.50, SD = 0.22). All groups were interpreted as having a very high level of work motivation. The minimal differences among the three groups indicate that work motivation remained consistently high regardless of educational attainment.

This finding suggests that although graduate education enhances teachers' professional competence, motivation to teach is not solely dependent on academic qualifications.

This observation supports the findings of Fernandez and Quines (2023), who concluded that teachers' motivation is influenced not only by educational qualifications but also by professional recognition, empowerment, and opportunities for career development.

When grouped according to present position, Teacher III respondents obtained the highest mean score ($M = 4.55$, $SD = 0.22$), followed by Teacher I ($M = 4.53$, $SD = 0.25$), Teacher II ($M = 4.51$, $SD = 0.27$), and Master Teacher I ($M = 4.25$, $SD = 0.35$). Despite slight variations in the mean scores, all respondent groups demonstrated a very high level of work motivation. These findings suggest that teachers consistently maintain high professional motivation regardless of their plantilla position or career rank. According to Anog et al. (2024), teachers who perceive adequate organizational support and opportunities for professional growth are more likely to remain motivated irrespective of their position within the educational system.

Overall, the findings demonstrate that public elementary school teachers exhibited a very high level of work motivation across all demographic groups. The consistently high mean scores indicate that the respondents remain strongly committed to fulfilling their professional responsibilities and contributing to quality education. The results further suggest that work motivation is deeply rooted in teachers' professional commitment and is sustained by supportive working conditions, opportunities for professional growth, and a shared dedication to learners' success.

These findings are consistent with the OECD (2024) and UNESCO (2023), both of which recognize teacher motivation as a critical factor in promoting instructional effectiveness, professional commitment, and long-term retention in the teaching profession.

Teacher Retention of Public

Elementary School Teachers

The third objective of the study was to determine the level of teacher retention among public elementary school teachers. Teacher retention was examined both overall and according to selected demographic characteristics, namely sex, teaching experience, marital status, highest educational attainment, and present position. Examining these differences provides a better understanding of teachers' intention to remain in the profession across various demographic groups. The results are presented in Table 5.

Table 5. Level of Teacher Retention of Public Elementary School Teachers Overall and According to Profile.

Profile	Category	n	Mean	SD	Interpretation
Sex	Male	92	4.18	0.68	High
	Female	7	3.57	0.81	High
Teaching Experience	1–5 years	12	3.81	0.82	High
	6–10 years	21	4.45	0.40	Very High
	11–15 years	23	3.41	0.71	High
	16–20 years	25	4.48	0.30	Very High
	21 years and above	18	4.47	0.50	Very High
Marital Status	Single/Unmarried	14	3.80	0.81	High
	Married	75	4.17	0.68	High
	Widowed	4	4.34	0.62	Very High
	Divorced	1	5.00	—	Very High
	Separated	5	4.30	0.73	Very High
Highest Educational Attainment	Bachelor's Degree	24	4.11	0.72	High
	Bachelor's Degree with Graduate Units	47	3.97	0.77	High
	Master's Degree	28	4.46	0.43	Very High
Present Position	Teacher I	21	4.04	0.75	High
	Teacher II	68	4.14	0.70	High

	Teacher III	8	4.34	0.68	Very High
	Master Teacher I	2	4.56	0.62	Very High
Overall Teacher Retention		99	4.14	0.70	High

Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low

Table 5 presents the level of teacher retention among public elementary school teachers both overall and when grouped according to selected demographic characteristics.

Overall, the respondents obtained a mean score of 4.14 (SD = 0.70), interpreted as high. This finding indicates that the respondents generally expressed a strong intention to remain in the teaching profession. The relatively low standard deviation suggests that the respondents' responses were fairly consistent, indicating a common perception regarding their intention to continue teaching. The results imply that teachers remain committed to their profession despite the demands and challenges associated with their work.

This finding is consistent with Anog et al. (2024), who reported that teachers' intention to remain in the profession is strengthened by favorable working conditions, organizational support, and opportunities for professional growth. Similarly, UNESCO (2024) emphasized that retaining qualified teachers is essential for ensuring quality education and sustaining educational development.

With respect to sex, male teachers obtained a mean score of 4.18 (SD = 0.68), while female teachers obtained a mean score of 3.57 (SD = 0.81), both interpreted as high. The relatively higher standard deviation among female teachers indicates slightly greater variation in their responses than among male teachers. Although male teachers reported a relatively higher level of teacher retention, this finding should be interpreted with caution because only seven female teachers participated in the study. The unequal distribution of respondents limits the generalizability of the descriptive comparison. Nevertheless, the findings suggest that respondents from both groups generally intended to remain in the teaching profession.

This finding is consistent with Li et al. (2024), who examined retention intention among rural teachers in China and found that male teachers reported significantly higher emotional retention intention than female teachers.

Regarding teaching experience, teachers with 16–20 years of teaching experience obtained the highest mean score (M = 4.48, SD = 0.30), followed closely by those with 21 years and above (M = 4.47, SD = 0.50) and 6–10 years (M = 4.45, SD = 0.40), all interpreted as Very High. Meanwhile, teachers with 1–5 years (M = 3.81, SD = 0.82) and 11–15 years (M = 3.41, SD = 0.71) demonstrated a high level of teacher retention. The relatively lower standard deviations among respondents with 6–10 years and 16–20 years of experience indicate greater consistency in their responses compared with those of beginning teachers. These findings suggest that respondents generally expressed a strong intention to remain in the teaching profession regardless of their years of service.

This finding is consistent with Toropova et al. (2021), who concluded that supportive working conditions and job satisfaction contribute significantly to teachers' decisions to remain in the profession across different career stages.

In terms of marital status, widowed teachers obtained a mean score of 4.34 (SD = 0.62), separated teachers obtained 4.30 (SD = 0.73), and the lone divorced respondent obtained a perfect mean score of 5.00, interpreted as very high. Meanwhile, married teachers obtained a mean score of 4.17 (SD = 0.68) and single or unmarried teachers obtained 3.80 (SD = 0.81), both interpreted as high. The standard deviations indicate relatively consistent responses across the different marital groups. However, the result for the divorced category should not be generalized because it represents only one respondent; therefore, no standard deviation was computed. Overall, the findings indicate that respondents intended to remain in the teaching profession regardless of their marital status.

Similar findings were reported by Percales and Lomarda (2025), who found that teachers' commitment to remain in the profession is influenced more by organizational support and job satisfaction than by personal demographic

characteristics.

Regarding highest educational attainment, respondents with a Master's Degree obtained the highest mean score ($M = 4.46$, $SD = 0.43$), interpreted as very high. Teachers holding a Bachelor's Degree obtained a mean score of 4.11 ($SD = 0.72$), while those with a Bachelor's Degree with Graduate Units obtained 3.97 ($SD = 0.77$), both interpreted as high. The relatively smaller standard deviation among respondents with master's degrees suggests greater consistency in their responses. These findings indicate that teachers with advanced academic qualifications demonstrated a stronger intention to remain in the teaching profession.

This observation supports the findings of Fernandez and Quines (2023), who concluded that opportunities for professional advancement and continuous learning strengthen teachers' organizational commitment and retention.

With respect to present position, Master Teacher I respondents obtained the highest mean score ($M = 4.56$, $SD = 0.62$), followed by Teacher III ($M = 4.34$, $SD = 0.68$), both interpreted as very high. Teacher II respondents obtained a mean score of 4.14 ($SD = 0.70$), while Teacher I respondents obtained 4.04 ($SD = 0.75$), both interpreted as high. Although respondents occupying higher teaching positions reported relatively higher levels of teacher retention, all groups generally expressed a positive intention to remain in the profession. It should be noted, however, that only two respondents belonged to the Master Teacher I category; therefore, the findings for this group should be interpreted with caution. According to OECD (2024), opportunities for career advancement, recognition, and supportive leadership contribute significantly to teacher retention and long-term professional commitment.

Overall, the findings indicate that public elementary school teachers demonstrated a High level of teacher retention ($M = 4.14$, $SD = 0.70$). The consistently low standard deviations across most demographic groups indicate that the respondents shared relatively similar perceptions regarding their intention to remain in the teaching profession. These findings underscore the importance of maintaining supportive school environments, providing opportunities for professional development, and strengthening policies that promote teacher well-being and career advancement. Such initiatives can further enhance teacher retention and contribute to the stability and effectiveness of the educational workforce, consistent with the recommendations of UNESCO (2024) and OECD (2024).

Difference in the Level of Salary Satisfaction of Public Elementary School Teachers When Grouped According to Sex

To determine whether there is a significant difference in the level of salary satisfaction of public elementary school teachers when grouped according to sex, the Mann–Whitney U test was employed. This nonparametric test was used because the respondents were classified into two independent groups (male and female). The decision to reject or fail to reject the null hypothesis was based on the 0.05 level of significance. The results of the analysis are presented in Table 6a.

Table 6a. Difference in the Level of Salary Satisfaction When Teachers are Grouped According to Sex.

Sex	n	Test Statistics (U)	p-value	Decision on H_0	Interpretation
Male	92	201.00	.094	Failed to Reject H_0	Not Significant
Female	7				
Total	99				

Table 6a shows the difference in the level of salary satisfaction of public elementary school teachers when grouped according to sex. The result of the Mann–Whitney U test revealed a computed U value of 201.00 with a p-value of 0.094. Since the obtained p-value is greater than the 0.05 level of significance, the null hypothesis was not rejected. This means that there is no significant difference in the level of salary satisfaction between male and female teachers. The finding implies that teachers, regardless of sex, share relatively similar perceptions regarding their salary satisfaction. Both male and female teachers are subject to the same government salary structure, compensation policies, allowances, and benefits under the standardized salary scheme implemented in Philippine public schools.

This finding indicates that teachers' salary satisfaction did not significantly differ according to sex. This result may be viewed in light of the OECD (2025) findings from TALIS 2024, which showed that the association between teachers' salary satisfaction and gender varies across education systems. In some systems, female teachers were more likely to report salary satisfaction, while in others, no consistent gender pattern was observed. Likewise, Toropova et al. (2021) reported that although overall job satisfaction may vary across contexts, gender differences in satisfaction with salary were minimal in educational settings where compensation policies are uniformly implemented. Their findings suggest that organizational and structural factors exert a stronger influence on teachers' perceptions of salary than demographic characteristics.

Difference in the Level of Salary Satisfaction of Public Elementary School Teachers When Grouped According to Teaching Experience

To determine whether there is a significant difference in the level of salary satisfaction of public elementary school teachers when grouped according to teaching experience, the Kruskal–Wallis H test was employed. This nonparametric statistical test was used because the respondents were classified into five independent groups based on their years of teaching experience. The decision to reject or fail to reject the null hypothesis was based on the 0.05 level of significance. The results of the analysis are presented in Table 6b on the next page.

Table 6b. Difference in the Level of Salary Satisfaction When Teachers are Grouped According to Teaching Experience.

Teaching Experience	n	Test Statistics (H)	p-value	Decision on H_0	Interpretation
1-5 years	12	7.186	0.126	Failed to Reject H_0	Not Significant
6-10 years	21				
11-15 years	23				
16-20 years	25				
21 years and above	18				
Total	99				

Table 6b shows the difference in the level of salary satisfaction of public elementary school teachers when grouped according to teaching experience. The Kruskal–Wallis H test obtained a test statistic of $H = 7.186$ with a p-value of 0.126, which is greater than the 0.05 level of significance. Hence, the null hypothesis was not rejected, indicating that there is no significant difference in the level of salary satisfaction among teachers across different teaching experience groups (1–5 years, 6–10 years, 11–15 years, 16–20 years, and 21 years and above). The result implies that years of teaching experience do not significantly influence teachers' perceptions of their salary satisfaction. This finding also suggests that salary satisfaction is shaped by factors that similarly affect teachers throughout their careers, such as standardized government salary schedules, uniform compensation policies, and common expectations regarding financial rewards in the public education sector.

The present finding is supported by recent studies indicating that teaching experience is not always a significant predictor of salary satisfaction. For instance, Toropova et al. (2021) reported that teachers' job-related satisfaction is influenced more strongly by working conditions, administrative support, workload, and professional autonomy than by years of teaching experience. Likewise, OECD (2020) emphasized that teachers' perceptions of compensation are often associated with the adequacy and fairness of salaries relative to workload and professional responsibilities rather than tenure itself. These findings suggest that institutional and organizational factors may exert greater influence on salary satisfaction than demographic characteristics such as teaching experience. Similarly, Burić and Kim (2021) found that teachers' autonomous motivation, self-efficacy, and related motivational factors were associated with teachers' well-being and job satisfaction. These findings suggest that teachers' professional experiences and motivational resources may contribute to their satisfaction beyond demographic or career-related characteristics.

Difference in the Level of Salary Satisfaction of Public Elementary School Teachers When Grouped According to Marital Status

To determine whether there is a significant difference in the level of salary satisfaction of public elementary

school teachers when grouped according to marital status, the Kruskal–Wallis H test was employed. This nonparametric statistical test was used because the respondents were classified into five independent groups based on their marital status. The decision to reject or fail to reject the null hypothesis was based on the .05 level of significance. The results of the analysis are presented in Table 6c on the next page.

Table 6c. Difference in the Level of Salary Satisfaction When Teachers are Grouped According to Marital Status.

Marital Status	n	Test Statistics (H)	p-value	Decision on H ₀	Interpretation
Single/Unmarried	14	6.191	.185	Failed to Reject H ₀	Not Significant
Married	75				
Widowed	4				
Divorced	1				
Separated	5				
Total	99				

Table 6c shows the difference in the level of salary satisfaction of public elementary school teachers when grouped according to marital status using the Kruskal–Wallis H test. The results revealed a test statistic of $H = 6.191$ with a p-value of 0.185, which is greater than the 0.05 level of significance. Hence, the null hypothesis was not rejected, indicating that there is no significant difference in the level of salary satisfaction among teachers when grouped according to marital status.

This finding suggests that whether teachers are single, married, widowed, divorced, or separated does not significantly influence how satisfied they are with their salary. The respondents generally perceived their salary in a similar manner regardless of their marital status. Although married teachers may have greater financial responsibilities than their single counterparts, these responsibilities did not translate into significantly different levels of salary satisfaction. This implies that salary satisfaction may be influenced more by workplace-related factors, such as salary adequacy, compensation policies, benefits, promotion opportunities, and perceived fairness, rather than by personal demographic characteristics such as marital status.

The finding indicates that teachers' salary satisfaction did not significantly differ according to marital status. This suggests that teachers' perceptions of their compensation may be shaped less by their personal marital circumstances and more by characteristics of the compensation system and workplace.

Recent research on compensation and job satisfaction has emphasized the importance of income quality, job security, working conditions, and organizational factors in shaping employees' satisfaction. For example, Kim (2023) found that quality of income, job security, and the working environment were significantly associated with job satisfaction and organizational commitment.

Difference in the Level of Salary Satisfaction of Public Elementary School Teachers When Grouped According to Highest Educational Attainment

To determine whether there is a significant difference in the level of salary satisfaction of public elementary school teachers when grouped according to highest educational attainment, the Kruskal–Wallis H test was employed. This nonparametric statistical test was used because the respondents were classified into three independent groups based on their highest educational attainment. The decision to reject or fail to reject the null hypothesis was based on the .05 level of significance. The results of the analysis are presented in Table 6d below.

Table 6d. Difference in the Level of Salary Satisfaction When Teachers are Grouped According to Highest Educational Attainment.

Highest Educational Attainment	n	Test Statistics (H)	p-value	Decision on H ₀	Interpretation
Bachelor's Degree	24	0.933	.627	Failed to Reject H ₀	Not Significant
Bachelor's Degree with Graduate Units	47				

Master's Degree	28				
Total	99				

Table 6d shows the difference in the level of salary satisfaction of public elementary school teachers when grouped according to their highest educational attainment. The results of the Kruskal-Wallis H test obtained an H-value of 0.933 with a p-value of 0.627. Since the p-value is greater than the 0.05 level of significance, the null hypothesis was not rejected. This indicates that there is no significant difference in the level of salary satisfaction among teachers holding a bachelor's degree, bachelor's degree with Units, and master's degree. Therefore, educational attainment does not appear to significantly influence how teachers perceive and evaluate their salary.

The finding suggests that regardless of academic qualifications, teachers tend to have similar perceptions regarding the adequacy and fairness of their compensation. This may be attributed to the standardized salary structure implemented in the Philippine public education system, wherein compensation is largely determined by salary grade classifications and government compensation policies rather than solely by educational attainment.

This finding is consistent with the study of Toropova et al. (2021), which found that teacher job-related satisfaction, including compensation satisfaction, is influenced more by organizational support, work environment, and professional recognition than by educational qualifications. Similarly, Collie (2023) reported that while advanced educational attainment contributes to professional competence and career development, it does not automatically increase satisfaction with salary unless accompanied by corresponding financial rewards and promotion opportunities.

Difference in the Level of Salary Satisfaction of Public Elementary School Teachers When Grouped According to Present Position

To determine whether there is a significant difference in the level of salary satisfaction of public elementary school teachers when grouped according to present position, the Kruskal-Wallis H test was employed. This nonparametric statistical test was used because the respondents were classified into four independent groups based on their present position. The decision to reject or fail to reject the null hypothesis was based on the .05 level of significance. The results of the analysis are presented in Table 6e.

Table 6e. Difference in the Level of Salary Satisfaction When Teachers are Grouped According to Present Position.

Present Position	n	Test Statistics (H)	p-value	Decision on H ₀	Interpretation
Teacher I	21	0.545	.909	Failed to Reject H ₀	Not Significant
Teacher II	68				
Teacher III	8				
Master Teacher I	2				
Total	99				

Table 6e shows the difference in the level of salary satisfaction among public elementary school teachers when grouped according to their present position. The Kruskal-Wallis H test obtained a test statistic of H = 0.545 with a p-value of 0.909, which is substantially higher than the 0.05 level of significance. Consequently, the null hypothesis was not rejected, indicating that there is no significant difference in the level of salary satisfaction among Teacher I, Teacher II, Teacher III, and Master Teacher I respondents.

The findings suggest that teachers, regardless of their plantilla position, generally experience similar levels of salary satisfaction. Although higher teaching positions are associated with increased salary grades and additional responsibilities under the Philippine public school system, these differences did not significantly influence how teachers perceived their satisfaction with their compensation. This implies that salary satisfaction is not solely determined by one's rank or salary grade but may also be influenced by other factors such as workload, financial

obligations, cost of living, benefits, work environment, and personal expectations regarding compensation.

Toropova et al. (2021) found that teacher job satisfaction is influenced by a combination of organizational support, working conditions, professional autonomy, and school climate rather than salary alone. Similarly, Collie (2023) emphasized that teacher well-being and satisfaction are multidimensional constructs in which supportive leadership, manageable workloads, and positive workplace relationships often exert greater influence than compensation differences.

Difference in the Level of Work Motivation of Public Elementary School Teachers When Grouped According to Sex

To determine whether there is a significant difference in the level of work motivation of public elementary school teachers when grouped according to sex, the Mann–Whitney U test was employed. This nonparametric statistical test was used because the respondents were classified into two independent groups based on sex. The decision to reject or fail to reject the null hypothesis was based on the .05 level of significance. The results of the analysis are presented in Table 7a on the next page.

Table 7a. Difference in the Level of Work Motivation When Teachers are Grouped According to Sex.

Sex	n	Test Statistics (U)	p-value	Decision on H ₀	Interpretation
Male	92	293.00	.689	Failed to Reject H ₀	Not Significant
Female	7				
Total	99				

Table 7a shows the difference in the level of work motivation of public elementary school teachers when grouped according to sex using the Mann–Whitney U test. The findings obtained a U-value of 293.00 with a p-value of 0.689, which is greater than the 0.05 level of significance. Thus, the null hypothesis was not rejected, indicating that there is no significant difference in the level of work motivation between male and female teachers. The result implies that male and female teachers exhibit comparable levels of work motivation despite differences in sex. This suggests that teachers are likely influenced by similar motivational factors such as commitment to learners, professional responsibility, organizational support, and intrinsic satisfaction from teaching rather than by gender-related characteristics.

This finding is consistent with Kantor and Syahputra (2022), who examined teachers' work motivation according to gender and found no significant difference between male and female teachers. Although male teachers obtained a slightly higher mean level of work motivation, the difference was not statistically significant. Likewise, Toropova et al. (2021) found that school working conditions, leadership support, and organizational climate significantly influence teacher motivation and job-related outcomes regardless of gender.

Difference in the Level of Work Motivation of Public Elementary School Teachers When Grouped According to Teaching Experience

To determine whether there is a significant difference in the level of work motivation of public elementary school teachers when grouped according to teaching experience, the Kruskal–Wallis H test was employed. This nonparametric statistical test was used because the respondents were classified into five independent groups based on their years of teaching experience. The decision to reject or fail to reject the null hypothesis was based on the .05 level of significance. The results of the analysis are presented in Table 7b.

Table 7b. Difference in the Level of Work Motivation When Teachers are Grouped According to Teaching Experience.

Teaching Experience	n	Test Statistics (H)	p-value	Decision on H ₀	Interpretation
1–5 years	12	0.447	.978	Failed to	Not

6–10 years	21			Reject H_0	Significant
11–15 years	23				
16–20 years	25				
21 years and above	18				
Total	99				

Table 7b shows the difference in the level of work motivation among public elementary school teachers when grouped according to teaching experience. The Kruskal-Wallis H test revealed a test statistic of $H = 0.447$ with a p-value of 0.978, which is greater than the 0.05 level of significance. Hence, the null hypothesis was not rejected, indicating that there is no significant difference in the level of work motivation among teachers across different teaching experience categories (1–5 years, 6–10 years, 11–15 years, 16–20 years, and 21 years and above). This finding implies that teachers, regardless of the number of years they have served in the profession, exhibit relatively similar levels of work motivation. The absence of a significant difference suggests that teaching experience alone does not determine or influence teachers' motivation to perform their duties. Regardless of whether teachers are beginning their careers or have accumulated decades of teaching experience, they appear to remain equally motivated in fulfilling their professional responsibilities.

The findings of this study are in consonance by the study of Collie (2023) who found that teacher motivation is more closely associated with workplace resources, job satisfaction, and psychological well-being than with demographic characteristics such as years of teaching experience. The study explained that experienced and novice teachers alike demonstrate high motivation when they experience autonomy, collegial relationships, and administrative support. Likewise, Kim and Asbury (2020) observed that although teachers experienced unprecedented challenges during the COVID-19 pandemic, their intrinsic motivation to teach remained relatively stable regardless of teaching experience. Their study concluded that teachers' commitment to supporting students and fulfilling their professional roles transcended differences in career length.

Difference in the Level of Work Motivation of Public Elementary School Teachers When Grouped According to Marital Status

To determine whether there is a significant difference in the level of work motivation of public elementary school teachers when grouped according to marital status, the Kruskal–Wallis H test was employed. This nonparametric statistical test was used because the respondents were classified into five independent groups based on their marital status. The decision to reject or fail to reject the null hypothesis was based on the .05 level of significance. The results of the analysis are presented in Table 6c below.

Table 7c. Difference in the Level of Work Motivation When Teachers are Grouped According to Marital Status.

Marital Status	n	Test Statistics (H)	p-value	Decision on H_0	Interpretation
Single/Unmarried	14	0.542	.969	Failed to Reject H_0	Not Significant
Married	75				
Widowed	4				
Divorced	1				
Separated	5				
Total	99				

Table 7c shows the difference in the level of work motivation of teachers when grouped according to marital status. The results of the Kruskal–Wallis H test obtained a test statistic of $H = 0.542$ with a p-value of 0.969, which is greater than the 0.05 level of significance. Hence, the null hypothesis was not rejected, indicating that there is no significant difference in the level of work motivation among teachers regardless of whether they are single, married, widowed, divorced, or separated. The findings suggest that marital status does not significantly influence teachers' motivation to perform their professional duties. Regardless of their civil status, teachers demonstrated relatively similar levels of motivation, implying that their commitment to teaching is primarily driven by professional values, personal goals, and organizational factors rather than their family or marital circumstances.

The present findings support those of Collie (2023), who reported that teachers' motivation is more strongly associated with supportive school environments, professional autonomy, and positive relationships with colleagues than with personal demographic characteristics. Likewise, Skaalvik and Skaalvik (2021) found that teacher motivation is largely influenced by school climate, leadership support, and opportunities for professional growth rather than marital or family status.

Difference in the Level of Work Motivation of Public Elementary School Teachers When Grouped According to Highest Educational Attainment

To determine whether there is a significant difference in the level of work motivation of public elementary school teachers when grouped according to highest educational attainment, the Kruskal–Wallis H test was employed. This nonparametric statistical test was used because the respondents were classified into three independent groups based on their highest educational attainment. The decision to reject or fail to reject the null hypothesis was based on the .05 level of significance. The results of the analysis are presented in Table 6d.

Table 7d. Difference in the Level of Work Motivation When Teachers are Grouped According to Highest Educational Attainment.

Highest Educational Attainment	n	Test Statistics (H)	p-value	Decision on H_0	Interpretation
Bachelor's Degree	24	0.454	.797	Failed to Reject H_0	Not Significant
Bachelor's Degree with Graduate Units	47				
Master's Degree	28				
Total	99				

Table 7d shows the difference in the level of work motivation among teachers when grouped according to their highest educational attainment. The Kruskal–Wallis H test obtained a test statistic of $H = 0.454$ with a p-value of 0.797, which is greater than the 0.05 level of significance. Consequently, the null hypothesis was not rejected, indicating that there is no significant difference in the level of work motivation among teachers holding a bachelor's degree, bachelor's degree with graduate units, and a master's degree. The findings imply that teachers' work motivation remains relatively consistent regardless of their educational attainment. Although pursuing higher academic qualifications equips teachers with enhanced knowledge, pedagogical skills, and opportunities for professional advancement, these credentials alone do not necessarily translate into higher levels of work motivation. This suggests that teachers derive motivation from factors beyond educational qualifications, including organizational support, school leadership, recognition, positive working relationships, meaningful work, and opportunities for professional growth.

The present finding also supports the study of Toropova et al. (2021), who reported that teacher motivation and job satisfaction are more strongly influenced by working conditions, professional autonomy, workload, and organizational support than by demographic or educational characteristics. Their findings suggest that while higher educational attainment contributes to teachers' competence and instructional effectiveness, it does not automatically increase intrinsic motivation. Furthermore, Kim and Asbury (2020) found that teachers' motivation is sustained primarily through meaningful professional experiences, resilience, administrative support, and positive school climate rather than academic qualifications. Teachers with varying educational backgrounds exhibited comparable levels of motivation when they experienced supportive workplace conditions and opportunities for professional collaboration.

Difference in the Level of Work Motivation of Public Elementary School Teachers When Grouped According to Present Position

To determine whether there is a significant difference in the level of work motivation of public elementary school teachers when grouped according to present position, the Kruskal–Wallis H test was employed. This nonparametric statistical test was used because the respondents were classified into four independent groups based on their present position. The decision to reject or fail to reject the null hypothesis was based on the .05

level of significance. The results of the analysis are presented in Table 7e.

Table 7e. Difference in the Level of Work Motivation When Teachers are Grouped According to Present Position.

Present Position	n	Test Statistics (H)	p-value	Decision on H_0	Interpretation
Teacher I	21	1.593	.661	Failed to Reject H_0	Not Significant
Teacher II	68				
Teacher III	8				
Master Teacher I	2				
Total	99				

Table 7e shows the difference in the level of work motivation among teachers when grouped according to their present position. The results of the Kruskal–Wallis H test obtained a test statistic of $H = 1.593$ with a p-value of 0.661, which is greater than the 0.05 level of significance. Hence, the null hypothesis was not rejected, indicating that there is no significant difference in the level of work motivation among Teacher I, Teacher II, Teacher III, and Master Teacher I respondents. This finding suggests that teachers, regardless of their current plantilla position, demonstrate relatively similar levels of work motivation. Although teaching positions differ in terms of responsibilities, salary grade, promotion opportunities, and leadership functions, these differences do not appear to significantly influence the teachers' motivation to perform their duties. This implies that work motivation is shaped more by intrinsic factors such as professional commitment, personal values, sense of purpose, and dedication to learners than by rank or position alone.

The result is supported by Collie (2023), who found that teachers' work motivation is largely influenced by workplace resources, organizational support, and job satisfaction rather than demographic or occupational characteristics. When schools cultivate supportive working conditions, teachers across various career stages tend to display similar motivational levels. Furthermore, Toropova et al. (2021) concluded that teacher motivation and well-being are more closely related to school climate, administrative support, workload management, and professional autonomy than to formal job rank. This supports the present finding that differences in teaching position alone do not necessarily translate into differences in work motivation.

Difference in the Level of Teacher Retention of Public Elementary School Teachers When Grouped According to Sex

To determine whether there is a significant difference in the level of teacher retention of public elementary school teachers when grouped according to sex, the Mann–Whitney U test was employed. This nonparametric statistical test was used because the respondents were classified into two independent groups based on sex. The decision to reject or fail to reject the null hypothesis was based on the .05 level of significance. The results of the analysis are presented in Table 8a on the next page.

Table 8a. Difference in the Level of Work Retention When Teachers are Grouped According to Sex.

Sex	n	Test Statistics (U)	p-value	Decision on H_0	Interpretation
Male	92	155.500	.023	Reject H_0	Significant
Female	7				
Total	99				

Table 8a shows the difference in the level of work retention among teachers when grouped according to sex. The Mann–Whitney U test obtained a test statistic of $U = 155.500$ with a p-value of 0.023, which is lower than the 0.05 level of significance. Hence, the null hypothesis was rejected, indicating a significant difference in the level of work retention between male and female teachers.

This finding suggests that sex significantly influences teachers' intention to remain in their current workplace. Although the table does not indicate which group demonstrated higher work retention, the statistical result confirms that male and female teachers differ in their perceptions or intentions regarding staying in the teaching

profession or their present institution. Such differences may be attributed to varying work experiences, family responsibilities, career aspirations, work-life balance concerns, and organizational support received by male and female teachers.

The finding is consistent with Li et al. (2024), who found that male teachers reported significantly higher emotional retention intention than female teachers. This suggests that differences in teachers' retention intentions may be observed across sex groups, although such differences may also be influenced by teachers' professional identity, occupational well-being, and workplace conditions.

Difference in the Level of Teacher Retention of Public Elementary School Teachers When Grouped According to Teaching Experience

To determine whether there is a significant difference in the level of teacher retention of public elementary school teachers when grouped according to teaching experience, the Kruskal–Wallis H test was employed. This nonparametric statistical test was used because the respondents were classified into five independent groups based on their years of teaching experience. The decision to reject or fail to reject the null hypothesis was based on the .05 level of significance. The results of the analysis are presented in Table 8b.

Table 8b. Difference in the Level of Work Retention When Teachers are Grouped According to Teaching Experience.

Teaching Experience	n	Test Statistics (H)	p-value	Decision on H ₀	Interpretation
1–5 years	12	39.695	< .001	Reject H ₀	Significant
6–10 years	21				
11–15 years	23				
16–20 years	25				
21 years and above	18				
Total	99				

Table 8b shows the difference in the level of work retention among teachers when grouped according to teaching experience. The results of the Kruskal–Wallis H test revealed a significant difference in work retention across the five teaching experience groups ($H = 39.695$, $p < .001$). Since the obtained p-value is less than the 0.05 level of significance, the null hypothesis is rejected. This indicates that teachers' level of work retention significantly varies according to their teaching experience. The findings suggest that teaching experience is an important factor influencing teachers' intention to remain in the profession. As teachers accumulate years of service, they develop greater professional competence, stronger organizational commitment, deeper relationships with colleagues, and a clearer understanding of the demands and rewards of the profession.

Toropova et al. (2021), experienced teachers generally demonstrate stronger organizational commitment and are more likely to remain in the teaching profession because they have established professional efficacy, job stability, and stronger emotional attachment to their schools. Likewise, Madigan and Kim (2021) reported that early-career teachers are considerably more vulnerable to occupational stress and burnout, factors that contribute to higher turnover intentions than among veteran teachers.

Pairwise Comparison of the Level of Teacher Retention According to Teaching Experience

Since the Kruskal–Wallis H test revealed a statistically significant difference in the level of teacher retention according to teaching experience, a post hoc pairwise comparison was conducted to determine which groups differed significantly. The results are presented in Table 8b.1.

Table 8b.1. Pairwise Comparison Between Teaching Experience.

Comparison	Test Statistics	p-value	Interpretation
1–5 years vs. 6–10 years	-26.565	.010	Significant
1–5 years vs. 11–15 years	14.893	.144	Not Significant
1–5 years vs. 16–20 years	-26.522	.008	Significant
1–5 years vs. 21 years and above	-28.431	.008	Significant
6–10 years vs. 11–15 years	41.459	< .001	Significant
6–10 years vs. 16–20 years	0.044	.996	Not Significant
6–10 years vs. 21 years and above	-1.865	.839	Not Significant
11–15 years vs. 16–20 years	-41.415	< .001	Significant

The results showed that teachers with 1–5 years of teaching experience differed significantly from those with 6–10 years ($p = .010$), 16–20 years ($p = .008$), and 21 years and above ($p = .008$). However, there was no significant difference between teachers with 1–5 years and those with 11–15 years of experience ($p = .144$). These findings suggest that teachers in the earliest stage of their careers have work retention levels that differ from teachers with more established professional experience, particularly those who have served for more than fifteen years. Early-career teachers often experience adjustment difficulties, professional uncertainty, and greater vulnerability to occupational stress, which may influence their decision to remain in the profession.

The analysis further revealed a significant difference between teachers with 6–10 years and those with 11–15 years of experience ($p < .001$). However, no significant differences were found between teachers with 6–10 years and 16–20 years ($p = .996$), or between 6–10 years and 21 years and above ($p = .839$). This finding indicates that while teachers in the 11–15-year group differ from those in the 6–10-year category, retention levels among teachers with six or more years of experience generally become more stable, particularly after they have progressed beyond the early stages of their careers. Likewise, teachers with 11–15 years of experience differed significantly from those with 16–20 years ($p < .001$) and 21 years and above ($p < .001$). In contrast, no significant difference was observed between teachers with 16–20 years and those with 21 years and above ($p = .829$). This pattern suggests that work retention tends to stabilize among highly experienced teachers, whose professional commitment, institutional loyalty, and career satisfaction may have already reached relatively similar levels regardless of additional years of service.

These findings are consistent with Madigan and Kim (2021), who explained that early-career teachers are more likely to experience burnout, emotional exhaustion, and intentions to leave the profession than experienced teachers. As teachers gain professional experience, they develop greater instructional confidence, classroom management skills, and resilience, which contribute to stronger organizational commitment and higher retention.

Difference in the Level of Teacher Retention of Public Elementary School Teachers When Grouped According to Marital Status

To determine whether there is a significant difference in the level of teacher retention of public elementary school teachers when grouped according to marital status, the Kruskal–Wallis H test was employed. This nonparametric statistical test was used because the respondents were classified into five independent groups based on their marital status. The decision to reject or fail to reject the null hypothesis was based on the .05 level of significance. The results of the analysis are presented in Table 8c.

Table 8c. Difference in the Level of Work Retention When Teachers are Grouped According to Marital Status.

Marital Status	n	Test Statistics (H)	p-value	Decision on H_0	Interpretation
Single/Unmarried	14	6.904	.141	Failed to Reject H_0	Not Significant
Married	75				
Widowed	4				
Divorced	1				

Separated	5				
Total	99				

Table 8c shows the difference in the level of work retention among teachers when grouped according to marital status. The result of the Kruskal–Wallis H test obtained a test statistic of $H = 6.904$ with a p-value of 0.141, which is greater than the 0.05 level of significance. Hence, the null hypothesis was not rejected, indicating that there is no significant difference in the level of work retention among teachers who are single/unmarried, married, widowed, divorced, or separated. The finding implies that marital status does not significantly influence teachers' decisions or intentions to remain in their current employment. Regardless of their marital condition, teachers demonstrated relatively similar levels of work retention. This suggests that factors such as organizational support, leadership practices, job satisfaction, work motivation, professional development opportunities, and school climate may play a more substantial role in influencing teacher retention than personal demographic characteristics such as marital status.

The finding is consistent with Richter et al. (2022), who found that perceived social support was positively associated with teachers' retention intentions and job satisfaction. The findings suggest that workplace support and positive organizational experiences may contribute to teachers' willingness to remain in the teaching profession.

Difference in the Level of Teacher Retention of Public Elementary School Teachers When Grouped According to Highest Educational Attainment

To determine whether there is a significant difference in the level of teacher retention of public elementary school teachers when grouped according to highest educational attainment, the Kruskal–Wallis H test was employed. This nonparametric statistical test was used because the respondents were classified into three independent groups based on their highest educational attainment. The decision to reject or fail to reject the null hypothesis was based on the .05 level of significance. The results of the analysis are presented in Table 8d below.

Table 8d. Difference in the Level of Work Retention When Teachers are Grouped According to Highest Educational Attainment.

Highest Educational Attainment	n	Test Statistics (H)	p-value	Decision on H_0	Interpretation
Bachelor's Degree	24	7.950	.019	Reject H_0	Significant
Bachelor's Degree with Graduate Units	47				
Master's Degree	28				
Total	99				

Table 8d shows the difference in the level of work retention among teachers when grouped according to their highest educational attainment. The results revealed a statistically significant difference in work retention across the three educational attainment groups ($H = 7.950$, $p = .019$). Since the obtained p-value is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that teachers' highest educational attainment significantly influences their level of work retention. The finding suggests that teachers with varying levels of educational qualifications differ in their intention to remain in the teaching profession. Higher educational attainment may enhance teachers' professional competence, self-confidence, career satisfaction, and opportunities for advancement, all of which contribute to stronger organizational commitment and greater work retention. Teachers who pursue graduate studies often develop advanced pedagogical knowledge, leadership skills, and professional identity, enabling them to cope more effectively with workplace challenges and increasing their motivation to remain in the profession.

The present result is supported by Toropova et al. (2021), who found that teachers' professional competence and opportunities for professional growth significantly contribute to teacher retention. Teachers who possess stronger qualifications and greater professional development opportunities demonstrate higher levels of organizational commitment and are less likely to leave the profession. Their study emphasized that career development is an essential determinant of teacher retention across educational settings.

Pairwise Comparison of the Level of Teacher Retention of Public Elementary School Teachers According to Highest Educational Attainment

Since the Kruskal–Wallis H test revealed a statistically significant difference in the level of teacher retention according to highest educational attainment, a post hoc pairwise comparison was conducted to determine which groups differed significantly. The results are presented in Table 8d.1 below.

Table 8d.1 Pairwise Comparison Between Highest Educational Attainment.

Comparison	Test Statistic	p-value	Interpretation
Bachelor's Degree vs. Bachelor's Degree with Graduate Units	5.118	.476	Not Significant
Bachelor's Degree vs. Master's Degree	-14.042	.234	Not Significant
Bachelor's Degree with Graduate Units vs. Master's Degree	-19.160	.005	Significant

Table 8d.1 shows the pairwise comparison of teachers' level of work retention according to their highest educational attainment following the significant overall Kruskal–Wallis test shown in Table 7d. The results indicate that there was no significant difference in work retention between teachers with a bachelor's degree and those with a bachelor's degree with graduate units (Test Statistic = 5.118, $p = .476$). Likewise, there was no significant difference between teachers with a bachelor's degree and those with a master's degree (Test Statistic = -14.042, $p = .234$). However, a significant difference was found between teachers with a bachelor's degree with graduate units and those with a master's degree (Test Statistic = -19.160, $p = .005$). The findings suggest that merely enrolling in graduate studies or earning graduate units does not significantly differentiate teachers' work retention from those holding only a bachelor's degree. However, completing a master's degree appears to have a meaningful influence on teachers' intention to remain in the profession when compared with teachers who have graduate studies units but have not yet completed the degree. This implies that the completion of a graduate program, rather than partial graduate study, may provide greater professional benefits that strengthen teachers' commitment to their schools and careers.

The results are consistent with the study of Toropova et al. (2021), who found that teachers' professional competence and opportunities for career development are significant predictors of teacher retention. Teachers who attain higher professional qualifications are more likely to experience stronger organizational commitment and remain in the profession. Similarly, Richter et al. (2020) reported that professional growth opportunities and advanced educational qualifications are associated with greater teacher retention because they improve teachers' career satisfaction and perceptions of long-term professional success.

Difference in the Level of Teacher Retention of Public Elementary School Teachers When Grouped According to Present Position

To determine whether there is a significant difference in the level of teacher retention of public elementary school teachers when grouped according to present position, the Kruskal–Wallis H test was employed. This nonparametric statistical test was used because the respondents were classified into four independent groups based on their present position. The decision to reject or fail to reject the null hypothesis was based on the .05 level of significance. The results of the analysis are presented in Table 7e.

Table 8e. Difference in the Level of Work Retention When Teachers are Grouped According to Present Position.

Present Position	n	Test Statistics (H)	p-value	Decision on H_0	Interpretation
Teacher I	21	2.335	.506	Failed to Reject H_0	Not Significant
Teacher II	68				
Teacher III	8				
Master Teacher I	2				
Total	99				

Table 8e shows the difference in the level of work retention among teachers when grouped according to their

present position. The result of the Kruskal–Wallis H test obtained a test statistic of $H = 2.335$ with a p-value of 0.506, which is greater than the 0.05 level of significance. Hence, the null hypothesis was not rejected, indicating that there is no significant difference in the level of work retention among Teacher I, Teacher II, Teacher III, and Master Teacher I. This finding suggests that teachers, regardless of their plantilla position, demonstrate relatively similar levels of intention to remain in the teaching profession. The absence of a significant difference implies that present position alone does not determine teachers' work retention. Regardless of rank, teachers may experience similar organizational conditions, school culture, leadership support, compensation policies, workload, and opportunities for professional growth.

The present finding is consistent with the study of Richter et al. (2022) found that teachers' intention to remain in the profession was significantly influenced by organizational support, leadership practices, and work environment rather than employment rank or position. Likewise, Toropova et al. (2021) reported that teacher retention was more strongly associated with job satisfaction, manageable workload, school climate, and administrative support than with career level or professional designation. Their study emphasized that supportive organizational environments encourage teachers to remain regardless of their current position.

Relationship Between Salary Satisfaction and Work Motivation of Public Elementary School Teachers

To determine whether a significant relationship exists between salary satisfaction and work motivation of public elementary school teachers, Spearman's rank-order correlation (Spearman's rho) was employed. This nonparametric statistical test was used to measure the strength and direction of the relationship between the two variables. The decision to reject or fail to reject the null hypothesis was based on the .05 level of significance. The results of the analysis are presented in Table 8 on the next page.

Table 9. Relationship Between Salary Satisfaction and Work Motivation of Public Elementary School Teachers.

Variables	r_s	p-value	Decision on H_0	Interpretation
Salary Satisfaction and Work Motivation	-.167	.099	Failed to Reject H_0	Not Significant

Table 9 shows the relationship between salary satisfaction and work motivation among public elementary school teachers. The result of the Spearman rank-order correlation revealed a correlation coefficient of $r_s = -0.167$ with a p-value of 0.099, which is greater than the 0.05 level of significance. Hence, the null hypothesis was not rejected, indicating that there is no significant relationship between salary satisfaction and work motivation among the respondents. The correlation coefficient (-0.167) indicates a very weak negative relationship between salary satisfaction and work motivation. However, since the relationship is not statistically significant, it suggests that variations in teachers' satisfaction with their salary are not associated with meaningful differences in their level of work motivation. This finding implies that teachers remain motivated in performing their professional responsibilities regardless of whether they perceive their salary as satisfactory or not.

The result also supports the findings of Burić and Kim (2021), who reported that teachers' work motivation is more strongly influenced by professional identity, school climate, leadership support, and opportunities for professional development than by financial incentives alone. Similarly, Toropova et al. (2021) found that although salary contributes to teachers' overall job satisfaction, intrinsic aspects of teaching such as meaningful work, autonomy, and positive relationships with students exert a greater influence on teachers' motivation and commitment.

Relationship Between Salary Satisfaction and Teacher Retention of Public Elementary School Teachers

To determine whether a significant relationship exists between salary satisfaction and teacher retention of public elementary school teachers, Spearman's rank-order correlation (Spearman's rho) was employed. This nonparametric statistical test was used to measure the strength and direction of the relationship between the two

variables. The decision to reject or fail to reject the null hypothesis was based on the .05 level of significance. The results of the analysis are presented in Table 10.

Table 10. Relationship Between Salary Satisfaction and Teacher Retention of Public Elementary School Teachers.

Variables	r_s	p-value	Decision on H_0	Interpretation
Salary Satisfaction and Teacher Retention	.023	.821	Failed to Reject H_0	Not Significant

Table 10 shows the relationship between salary satisfaction and teacher retention among public elementary school teachers. The findings revealed a very weak positive correlation between salary satisfaction and teacher retention ($r_s = 0.023$) with a p-value of 0.821, which is greater than the 0.05 level of significance. Hence, the null hypothesis was not rejected, indicating that there is no significant relationship between salary satisfaction and teacher retention among the respondents. The result suggests that teachers' level of satisfaction with their salary does not significantly influence their intention to remain in the teaching profession or continue working in their current schools. Although salary is traditionally viewed as an important component of employee satisfaction, it may not be the primary determinant of retention among public elementary school teachers. This implies that other factors such as organizational support, work environment, leadership practices, professional development opportunities, work-life balance, job security, intrinsic motivation, and commitment to public service may play more substantial roles in influencing teachers' decisions to stay in their profession.

The findings are consistent with the study of Toropova et al. (2021), who found that although salary contributes to teachers' overall job satisfaction, teacher retention is more strongly influenced by supportive school environments, manageable workloads, professional autonomy, and leadership quality. Their research emphasized that improving working conditions often has a greater impact on retaining teachers than salary increases alone.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings with its corresponding conclusions and recommendations.

Summary of Findings

The findings of the study are summarized as follows:

1. Majority of the respondents were male ($f = 92, 92.93\%$), had 16–20 years of teaching experience ($f = 25, 25.25\%$), were married ($f = 75, 75.76\%$), had a bachelor's degree with graduate units ($f = 47, 47.47\%$), and held the position of Teacher II ($f = 68, 68.69\%$).
2. The findings revealed that the respondents had an overall moderate level of salary satisfaction ($M = 3.39, SD = 0.79$). In terms of sex, female teachers reported the highest salary satisfaction ($M = 3.77, SD = 0.48$), while male teachers reported lower satisfaction ($M = 3.37, SD = 0.80$). By teaching experience, those with 1–5 years of experience had the highest satisfaction ($M = 3.71, SD = 0.70$), while those with 11–15 years had the lowest ($M = 3.13, SD = 0.66$). Regarding marital status, single/unmarried teachers reported the highest satisfaction ($M = 3.75, SD = 0.76$), while the lone divorced respondent had the lowest ($M = 2.00$), which should not be generalized. In terms of educational attainment, teachers with a bachelor's degree only reported the highest satisfaction ($M = 3.52, SD = 0.90$), while those with a bachelor's degree with graduate units had the lowest ($M = 3.33, SD = 0.69$). By present position, Master Teacher I reported the highest salary satisfaction ($M = 3.50, SD = 0.71$), while Teacher III reported the lowest ($M = 3.25, SD = 0.89$).
3. The findings revealed that the respondents had an overall very high level of work motivation ($M = 4.51, SD = 0.27$). In terms of sex, male respondents reported the highest work motivation ($M = 4.51, SD = 0.26$), while female respondents had a mean of 4.45 ($SD = 0.35$), with both interpreted as very high. By teaching experience, those with 6–10 years obtained the highest mean ($M = 4.54, SD = 0.20$), while those with 16–20 years had the lowest ($M = 4.48, SD = 0.29$). Regarding marital status, married teachers had the highest mean ($M = 4.52, SD = 0.27$), while widowed teachers had the lowest ($M = 4.47, SD = 0.21$). In terms of educational attainment, teachers with a bachelor's degree only obtained the highest mean ($M = 4.52, SD =$

- 0.24), while those with a master's degree had the lowest ($M = 4.50$, $SD = 0.22$). By present position, Teacher III obtained the highest mean ($M = 4.55$, $SD = 0.22$), while Master Teacher I had the lowest ($M = 4.25$, $SD = 0.35$).
4. The findings revealed that the respondents had an overall high level of teacher retention ($M = 4.14$, $SD = 0.70$). In terms of sex, male teachers reported higher retention ($M = 4.18$, $SD = 0.68$) than female teachers ($M = 3.57$, $SD = 0.81$), with both interpreted as high. By teaching experience, teachers with 16–20 years of experience obtained the highest mean ($M = 4.48$, $SD = 0.30$), while those with 11–15 years had the lowest ($M = 3.41$, $SD = 0.71$). Regarding marital status, the divorced respondent obtained the highest mean ($M = 5.00$); however, this result should not be generalized because it represents only one respondent. Among the other groups, widowed teachers had the highest mean ($M = 4.34$, $SD = 0.62$), while single/unmarried teachers had the lowest ($M = 3.80$, $SD = 0.81$). In terms of present position, Master Teacher I obtained the highest mean ($M = 4.56$, $SD = 0.62$), while Teacher I had the lowest ($M = 4.04$, $SD = 0.75$).
 5. The results revealed no significant difference in salary satisfaction when the respondents were grouped according to sex ($U = 201.00$, $p = 0.094$), teaching experience ($H = 7.186$, $p = 0.126$), marital status ($H = 6.191$, $p = 0.185$), highest educational attainment ($H = 0.933$, $p = 0.627$), and present position ($H = 0.545$, $p = 0.909$).
 6. The results showed no significant difference in work motivation when the respondents were grouped according to sex ($U = 293.00$, $p = 0.689$), teaching experience ($H = 0.447$, $p = 0.978$), marital status ($H = 0.542$, $p = 0.969$), highest educational attainment ($H = 0.454$, $p = 0.797$), and present position ($H = 0.545$, $p = 0.909$).
 7. The results revealed significant differences in teacher retention when the respondents were grouped according to sex ($U = 155.500$, $p = 0.023$), teaching experience ($H = 39.695$, $p < .001$), and highest educational attainment ($H = 7.950$, $p = 0.019$). In contrast, no significant differences were found according to marital status ($H = 6.904$, $p = 0.141$) and present position ($H = 2.335$, $p = 0.506$).
 8. The results revealed no significant relationship between salary satisfaction and work motivation among public elementary school teachers ($r_s = -0.167$, $p = 0.099$).
 9. The results revealed no significant relationship between salary satisfaction and teacher retention among public elementary school teachers ($r_s = 0.023$, $p = 0.821$).

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The respondents were predominantly male, married, and Teacher II, with most having 16–20 years of teaching experience and a bachelor's degree with graduate units. This indicates that the respondents generally had considerable teaching experience and established professional backgrounds, which may shape their perceptions of salary satisfaction, work motivation, and teacher retention.
2. Public elementary school teachers' perceptions of their compensation is neither highly positive nor negative and that salary satisfaction represents a moderate aspect of their overall work experience.
3. Public elementary school teachers generally possess strong motivation in performing their professional responsibilities, reflecting their commitment to teaching and their roles in educating learners.
4. Public elementary school teachers generally have a strong inclination to remain in the teaching profession and continue performing their roles within the educational system.
5. The salary satisfaction of public elementary school teachers is generally comparable regardless of sex, teaching experience, marital status, highest educational attainment, and present position.
6. Public elementary school teachers maintain similarly high levels of work motivation regardless of sex, teaching experience, marital status, highest educational attainment, or present position.
7. Teacher retention differed according to sex, teaching experience, and highest educational attainment, but not according to marital status and present position. This means that certain personal and professional characteristics may be associated with teachers' retention, particularly sex, length of teaching experience, and educational attainment.
8. Teachers' level of work motivation is not associated with their satisfaction with salary. Their high motivation may therefore reflect other aspects of their professional experience.
9. Teachers' satisfaction with their salary was not associated with their tendency to remain in the teaching profession.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered to the Schools Division Superintendent, school administrators, teachers, and future researchers to enhance salary satisfaction, work motivation, and teacher retention among public elementary school teachers.

1. Schools Division Superintendent (SDS) may use the findings as a basis for reviewing existing policies and programs concerning teacher compensation, welfare, motivation, and retention. Since salary satisfaction was moderate while work motivation and teacher retention were high, division-level policies may consider broader aspects of teacher welfare beyond salary.
2. Assistant Schools Division Superintendent (ASDS) may support programs that strengthen teachers' professional well-being, motivation, and commitment. Particular attention may be given to teachers whose retention levels vary according to sex, teaching experience, and educational attainment.
3. Curriculum Implementation Division (CID) may integrate professional development and instructional support activities that respond to teachers' career stages and educational backgrounds. Such programs may help sustain the very high level of work motivation observed among teachers.
4. The School Governance and Operations Division (SGOD) Chief may use the findings in planning teacher welfare and organizational support programs. Since salary satisfaction was not significantly related to motivation or retention, programs may also consider non-financial aspects of the teachers' work environment.
5. Public Schools District Supervisors (PSDS) may strengthen monitoring, mentoring, and professional support for teachers across different experience groups. Particular attention may be given to teachers at career stages where retention levels are comparatively lower.
6. Education Program Supervisors (EPS) may develop and facilitate professional learning activities that address teachers' varying levels of experience and educational attainment. These activities may support continued professional growth and sustain teachers' high work motivation.
7. School Heads may strengthen a supportive and positive school environment through effective communication, recognition, mentoring, and opportunities for professional growth. These practices may help sustain teachers' high motivation and retention while addressing factors associated with differences in retention.
8. Teachers may use the findings to reflect on their professional motivation, satisfaction, and commitment to the teaching profession. They may also participate actively in professional development activities and contribute to a supportive and collaborative school environment.
9. Researchers may use the findings as a reference for further studies on salary satisfaction, work motivation, and teacher retention. Since salary satisfaction was not significantly related to either work motivation or teacher retention, future studies may examine other factors that may better explain these outcomes.
10. Future researchers may replicate the study in other school divisions, geographic areas, or educational levels to determine whether similar findings emerge. They may also include additional variables, such as leadership style, workload, organizational support, job satisfaction, career advancement, and working conditions, to provide a broader understanding of teacher motivation and retention.

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Appendix C

Survey Questionnaire

PROFESSIONAL SATISFACTION IN RELATION TO WORK MOTIVATION AND RETENTION OF TEACHERS

Instructions:

Please answer the following questions honestly. Your responses will remain confidential and will be used solely for research purposes.

For Parts II, III, and IV, indicate your response using the 5-point Likert scale:

5 – Strongly Agree | 4 – Agree | 3 – Neutral | 2 – Disagree | 1 – Strongly Disagree

PART I: DEMOGRAPHIC PROFILE

1. **Sex:**
☐ Male ☐ Female
2. **Age:**
☐ 20–29 ☐ 30–39 ☐ 40–49 ☐ 50–59 ☐ 60 and above
3. **Teaching Experience (in years):**
☐ 1–5 ☐ 6–10 ☐ 11–15 ☐ 16–20 ☐ 21 and above
4. **Highest Educational Attainment:**
☐ Bachelor's Degree
☐ Bachelor's Degree + Units
☐ Master's Degree
☐ Master's Degree + Units
☐ Doctorate
5. **Grade Level Currently Teaching:**
☐ Kindergarten ☐ Grades 1–3 ☐ Grades 4–6
6. **Current Position (check one):**
☐ Teacher I ☐ Teacher II ☐ Teacher III ☐ Master Teacher I ☐ Master Teacher II ☐ Other:
7. **Marital Status:**
☐ Single/Unmarried ☐ Married ☐ Widowed ☐ Divorced ☐ Separated ☐ Prefer not to say

PART II: SALARY SATISFACTION

Subcategories: Compensation, Benefits, Incentives, and Financial Satisfaction

No.	Statement	5	4	3	2	1
1	I am satisfied with the adequacy of my monthly salary.					
2	My salary fairly reflects my qualifications and teaching experience.					
3	I feel that my financial benefits and allowances are sufficient.					
4	My salary motivates me to perform my duties effectively.					
5	I feel that my contributions are valued through my salary.					
6	I am satisfied with the timeliness of my salary payments.					
7	Incentives and bonuses encourage me to perform better.					
8	My salary allows me to maintain a reasonable standard of living.					
9	My salary is competitive compared to other teachers in similar					

	positions.					
10	My salary influences my decision to stay in teaching.					

PART III: WORK MOTIVATION

Subcategories: Intrinsic Motivation, Extrinsic Motivation, Professional Growth, Social Support, Teaching Commitment

No.	Statement	5	4	3	2	1
1	I am motivated to perform my teaching tasks effectively because of my personal commitment to quality teaching.					
2	I am motivated when I receive recognition from administrators or colleagues for my work.					
3	I enjoy preparing and delivering lessons.					
4	I am motivated to improve my teaching performance through professional development opportunities.					
5	I feel fulfilled in my teaching profession.					
6	I am motivated when I receive support from my colleagues and school administrators.					
7	I am motivated to perform better when clear goals and expectations are communicated to me.					
8	I am motivated to stay in teaching when career advancement opportunities are available.					
9	I am encouraged to innovate in my teaching methods when supported by school administrators and through available instructional resources and training.					
10	I am motivated to do my best when I receive positive feedback from my students.					

PART IV: TEACHER RETENTION

Subcategories: Continuance Intention, Affective Commitment, Organizational Support, Work-Life Balance, Career Stability

No.	Statement	5	4	3	2	1
1	I intend to continue teaching for the next five years.					
2	I am committed to staying in the teaching profession despite challenges.					
3	I feel that my compensation influences my decision to stay in teaching					
4	I would consider leaving teaching if my salary does not improve.					
5	I feel supported and valued in my teaching career, which strengthens my intention to remain in the profession.					
6	I am satisfied with my work-life balance as a teacher, which encourages me to continue staying in the profession.					
7	I am encouraged by professional growth opportunities to stay in teaching.					
8	I feel a strong sense of belonging in my school community, which motivates me to remain in the institution.					
9	I feel that administrative support influences my decision to continue teaching.					

10	I would recommend teaching as a long-term profession.					
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Appendix D

Results of Validity Test

RESEARCH INSTRUMENT VALIDATION RESULT

Using the criteria developed for evaluating the content validity of a researcher-made instrument, as set forth by C.H. Lawshe (1975), five evaluators assessed the questionnaire on “_____”

For a panel of 5 or 6 experts, an item must achieve a minimum CVR value of **0.99** to be considered significantly valid at the $\alpha = 0.05$ level. Since $N = 5$, this effectively means all five panelists must agree that an item is "essential" for it to meet Lawshe's original threshold for inclusion.

SALARY SATISFACTION

$$\text{Mean CVR} = \frac{\text{Total number of essential items}}{\text{number of items}}$$

Total number of essential items = 10 Number of Items = 10

$$\text{Mean CVR} = \frac{10}{10} = 1 \quad \text{Strong Content Validity (all items are essential)}$$

WORK MOTIVATION

$$\text{Mean CVR} = \frac{\text{Total number of essential items}}{\text{number of items}}$$

Total number of essential items = 10 Number of Items = 10

$$\text{Mean CVR} = \frac{10}{10} = 1 \quad \text{Strong Content Validity (all items are essential)}$$

TEACHER RETENTION

$$\text{Mean CVR} = \frac{\text{Total number of essential items}}{\text{number of items}}$$

Total number of essential items = 10 Number of Items = 10

$$R = \frac{10}{10} = 1 \quad \text{Strong Content Validity (all items are essential)}$$


MAURINE SHERLYN D. LAWAS, LPT
Research and Creative Works Office Staff
La Carlota City College

Appendix E

Results of Reliability Test

SALARY SATISFACTION

Reliability Statistics

Cronbach's Alpha	N of Items
.977	10

WORK MOTIVATION

Reliability Statistics

Cronbach's Alpha	N of Items
.975	10

TEACHER RETENTION

Reliability Statistics

Cronbach's Alpha	N of Items
.826	10

Appendix F

Results of Statistical Data Analysis Report

NORMALITY

Sex

Tests of Normality

	Sex	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
SALARY SATISFACTION	Female	.202	7	.200 [*]	.915	7	.434
	Male	.167	92	<.001	.926	92	<.001
WORK MOTIVATION	Female	.134	7	.200 [*]	.964	7	.853
	Male	.142	92	<.001	.928	92	<.001
TEACHER RETENTION	Female	.273	7	.123	.848	7	.118
	Male	.165	92	<.001	.878	92	<.001

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Teaching Experience

Tests of Normality

	Teaching Experience	Kolmogorov-Smirnov ^a			Shapiro-Wilk	
		Statistic	df	Sig.	Statistic	df
SALARY SATISFACTION	1-5 yrs.	.162	12	.200 [*]	.944	12
	6-10 yrs	.168	21	.124	.924	21
	11-15 yrs	.164	23	.112	.934	23
	16-20 yrs	.140	25	.200 [*]	.937	25
	21 yrs and above	.309	18	<.001	.760	18
WORK MOTIVATION	1-5 yrs.	.181	12	.200 [*]	.935	12
	6-10 yrs	.143	21	.200 [*]	.928	21
	11-15 yrs	.205	23	.014	.884	23
	16-20 yrs	.161	25	.095	.906	25
	21 yrs and above	.200	18	.055	.926	18
TEACHER RETENTION	1-5 yrs.	.257	12	.027	.932	12
	6-10 yrs	.214	21	.013	.752	21
	11-15 yrs	.151	23	.190	.949	23
	16-20 yrs	.165	25	.079	.905	25
	21 yrs and above	.159	18	.200 [*]	.883	18

Tests of Normality

	Teaching Experience	Shapiro-...
		Sig.
SALARY SATISFACTION	1-5 yrs.	.557
	6-10 yrs	.105
	11-15 yrs	.133
	16-20 yrs	.127
	21 yrs and above	<.001
WORK MOTIVATION	1-5 yrs.	.433
	6-10 yrs	.125
	11-15 yrs	.012
	16-20 yrs	.025
	21 yrs and above	.168
TEACHER RETENTION	1-5 yrs.	.406
	6-10 yrs	<.001
	11-15 yrs	.283
	16-20 yrs	.024
	21 yrs and above	.029

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tests of Normality

	Educational Attainment	Kolmogorov-Smirnov ^a			Shapiro-Wilk
		Statistic	df	Sig.	
SALARY SATISFACTION	Bachelor's Degree	.164	24	.096	.934
	Bachelor's Degree + Units	.148	47	.011	.936
	Master's Degree	.225	28	<.001	.900
WORK MOTIVATION	Bachelor's Degree	.183	24	.037	.940
	Bachelor's Degree + Units	.160	47	.004	.893
	Master's Degree	.187	28	.014	.943
TEACHER RETENTION	Bachelor's Degree	.232	24	.002	.859
	Bachelor's Degree + Units	.132	47	.039	.907
	Master's Degree	.140	28	.171	.905

Tests of Normality

	Educational Attainment	Shapiro-Wilk	
		df	Sig.
SALARY SATISFACTION	Bachelor's Degree	24	.118
	Bachelor's Degree + Units	47	.013
	Master's Degree	28	.012
WORK MOTIVATION	Bachelor's Degree	24	.161
	Bachelor's Degree + Units	47	<.001
	Master's Degree	28	.128
TEACHER RETENTION	Bachelor's Degree	24	.003
	Bachelor's Degree + Units	47	.001
	Master's Degree	28	.015

a. Lilliefors Significance Correction

NORMALITY

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SALARY SATISFACTION	.164	99	<.001	.931	99	<.001
WORK MOTIVATION	.143	99	<.001	.926	99	<.001
TEACHER RETENTION	.158	99	<.001	.882	99	<.001

a. Lilliefors Significance Correction

SOP 1

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	92	92.93	92.93	100.00
	Female	7	7.07	7.07	
	Total	99	100.00	100.00	

Teaching Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 yrs.	12	12.12	12.12	12.12
	6-10 yrs	21	21.21	21.21	33.33
	11-15 yrs	23	23.23	23.23	56.57
	16-20 yrs	25	25.25	25.25	81.82
	21 yrs and above	18	18.18	18.18	100.00
	Total	99	100.00	100.00	

Marital status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single/Unmarried	14	14.14	14.14	14.14
	Married	75	75.76	75.76	89.90
	Widowed	4	4.04	4.04	93.94
	Divorced	1	1.01	1.01	94.95
	Separated	5	5.05	5.05	100.00
	Total	99	100.00	100.00	

Educational Attainment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's Degree	24	24.24	24.24	24.24
	Bachelor's Degree + Units	47	47.47	47.47	71.72
	Master's Degree	28	28.28	28.28	100.00
	Total	99	100.00	100.00	

Position

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Teacher I	21	21.21	21.21	21.21
Teacher II	68	68.69	68.69	89.90
Teacher III	8	8.08	8.08	97.98
Master Teacher I	2	2.02	2.02	100.00
Total	99	100.00	100.00	

SOP 2

LEVEL OF SALARY SATISFACTION

	N	Mean	Std. Deviation
SALARY SATISFACTION	99	3.39	.79
Valid N (listwise)	99		

SALARY SATISFACTION * Sex

Sex	N	Mean	Std. Deviation
Male	92	3.37	.80
Female	7	3.77	.48
Total	99	3.39	.79

SALARY SATISFACTION * Teaching Experience

Teaching Experience	N	Mean	Std. Deviation
1-5 yrs.	12	3.71	.70
6-10 yrs	21	3.45	.85
11-15 yrs	23	3.13	.66
16-20 yrs	25	3.53	.81
21 yrs and above	18	3.28	.83
Total	99	3.39	.79

WORK MOTIVATION * Sex

WORK MOTIVATION

Sex	N	Mean	Std. Deviation
Male	92	4.51	.26
Female	7	4.45	.35
Total	99	4.51	.27

WORK MOTIVATION * Teaching Experience

WORK MOTIVATION

Teaching Experience	N	Mean	Std. Deviation
1-5 yrs.	12	4.49	.29
6-10 yrs	21	4.54	.20
11-15 yrs	23	4.52	.30
16-20 yrs	25	4.48	.29
21 yrs and above	18	4.52	.25
Total	99	4.51	.27

WORK MOTIVATION * Marital status

WORK MOTIVATION

Marital status	N	Mean	Std. Deviation
Single/Unmarried	14	4.48	.28
Married	75	4.52	.27
Widowed	4	4.47	.21
Divorced	1	4.50	.
Separated	5	4.50	.34
Total	99	4.51	.27

WORK MOTIVATION * Educational Attainment

WORK MOTIVATION

Educational Attainment	N	Mean	Std. Deviation
Bachelor's Degree	24	4.52	.24
Bachelor's Degree + Units	47	4.51	.30
Master's Degree	28	4.50	.22
Total	99	4.51	.27

SALARY SATISFACTION * Marital status

SALARY SATISFACTION

Marital status	N	Mean	Std. Deviation
Single/Unmarried	14	3.75	.76
Married	75	3.34	.78
Widowed	4	3.50	.58
Divorced	1	2.00	.
Separated	5	3.40	.89
Total	99	3.39	.79

SALARY SATISFACTION * Educational Attainment

SALARY SATISFACTION

Educational Attainment	N	Mean	Std. Deviation
Bachelor's Degree	24	3.52	.90
Bachelor's Degree + Units	47	3.33	.69
Master's Degree	28	3.40	.85
Total	99	3.39	.79

SALARY SATISFACTION * Position

SALARY SATISFACTION

Position	N	Mean	Std. Deviation
Teacher I	21	3.45	.90
Teacher II	68	3.39	.75
Teacher III	8	3.25	.89
Master Teacher I	2	3.50	.71
Total	99	3.39	.79

SOP 3

LEVEL OF WORK MOTIVATION

	N	Mean	Std. Deviation
WORK MOTIVATION	99	4.51	.27
Valid N (listwise)	99		

WORK MOTIVATION * Position

WORK MOTIVATION

Position	N	Mean	Std. Deviation
Teacher I	21	4.53	.25
Teacher II	68	4.51	.27
Teacher III	8	4.55	.22
Master Teacher I	2	4.25	.35
Total	99	4.51	.27

SOP 4

LEVEL OF TEACHER RETENTION

	N	Mean	Std. Deviation
TEACHER RETENTION	99	4.14	.70
Valid N (listwise)	99		

TEACHER RETENTION * Sex

TEACHER RETENTION

Sex	N	Mean	Std. Deviation
Male	92	4.18	.68
Female	7	3.57	.81
Total	99	4.14	.70

TEACHER RETENTION * Teaching Experience

TEACHER RETENTION

Teaching Experience	N	Mean	Std. Deviation
1-5 yrs.	12	3.81	.82
6-10 yrs	21	4.45	.40
11-15 yrs	23	3.41	.71
16-20 yrs	25	4.48	.30
21 yrs and above	18	4.47	.50
Total	99	4.14	.70

TEACHER RETENTION * Marital status

TEACHER RETENTION

Marital status	N	Mean	Std. Deviation
Single/Unmarried	14	3.80	.81
Married	75	4.17	.68
Widowed	4	4.34	.62
Divorced	1	5.00	.
Separated	5	4.30	.73
Total	99	4.14	.70

TEACHER RETENTION * Educational Attainment

TEACHER RETENTION

Educational Attainment	N	Mean	Std. Deviation
Bachelor's Degree	24	4.11	.72
Bachelor's Degree + Units	47	3.97	.77
Master's Degree	28	4.46	.43
Total	99	4.14	.70

TEACHER RETENTION * Position

TEACHER RETENTION

Position	N	Mean	Std. Deviation
Teacher I	21	4.04	.75
Teacher II	68	4.14	.70
Teacher III	8	4.34	.68
Master Teacher I	2	4.56	.62
Total	99	4.14	.70

SOP 5

Ranks

	Sex	N	Mean Rank	Sum of Ranks
SALARY SATISFACTION	Male	92	48.68	4479.00
	Female	7	67.29	471.00
	Total	99		

Test Statistics^{a,b}

SALARY SATISFACTION

Kruskal-Wallis H	6.191
df	4
Asymp. Sig.	.185

- a. Kruskal Wallis Test
b. Grouping Variable: Marital status

Ranks

	Educational Attainment	N	Mean Rank
SALARY SATISFACTION	Bachelor's Degree	24	54.79
	Bachelor's Degree + Units	47	48.05
	Master's Degree	28	49.16
	Total	99	

Test Statistics^{a,b}

SALARY SATISFACTION

Kruskal-Wallis H	.933
df	2
Asymp. Sig.	.627

- a. Kruskal Wallis Test
b. Grouping Variable: Educational Attainment

Ranks

	Position	N	Mean Rank
SALARY SATISFACTION	Teacher I	21	53.26
	Teacher II	68	49.56
	Teacher III	8	45.00
	Master Teacher I	2	50.75
	Total	99	

Test Statistics^a

SALARY SATISFACTION

Mann-Whitney U	201.000
Wilcoxon W	4479.000
Z	-1.674
Asymp. Sig. (2-tailed)	.094

- a. Grouping Variable: Sex

Ranks

	Teaching Experience	N	Mean Rank
SALARY SATISFACTION	1-5 yrs.	12	64.08
	6-10 yrs	21	53.43
	11-15 yrs	23	39.48
	16-20 yrs	25	53.18
	21 yrs and above	18	45.64
	Total	99	

Test Statistics^{a,b}

SALARY SATISFACTION

Kruskal-Wallis H	7.186
df	4
Asymp. Sig.	.126

- a. Kruskal Wallis Test
b. Grouping Variable: Teaching Experience

Ranks

	Marital status	N	Mean Rank
SALARY SATISFACTION	Single/Unmarried	14	64.00
	Married	75	47.90
	Widowed	4	50.75
	Divorced	1	6.50
	Separated	5	50.40
	Total	99	

Test Statistics^{a,b}

SALARY SATISFACTION

Kruskal-Wallis H	.545
df	3
Asymp. Sig.	.909

- a. Kruskal Wallis Test
b. Grouping Variable: Position

SOP 6

Ranks

	Sex	N	Mean Rank	Sum of Ranks
WORK MOTIVATION	Male	92	50.32	4629.00
	Female	7	45.86	321.00
	Total	99		

Test Statistics^a

WORK MOTIVATION

Mann-Whitney U	293.000
Wilcoxon W	321.000
Z	-.401
Asymp. Sig. (2-tailed)	.689

- a. Grouping Variable: Sex

Ranks

	Teaching Experience	N	Mean Rank
WORK MOTIVATION	1-5 yrs.	12	48.92
	6-10 yrs	21	50.71
	11-15 yrs	23	52.87
	16-20 yrs	25	47.62
	21 yrs and above	18	49.53
	Total	99	

Test Statistics^{a,b}

WORK MOTIVATION	
Kruskal-Wallis H	.447
df	4
Asymp. Sig.	.978

- a. Kruskal Wallis Test
b. Grouping Variable: Teaching Experience

Ranks

Marital status	N	Mean Rank
WORK MOTIVATION Single/Unmarried	14	47.57
Married	75	50.93
Widowed	4	41.88
Divorced	1	45.00
Separated	5	50.40
Total	99	

Test Statistics^{a,b}

WORK MOTIVATION	
Kruskal-Wallis H	.542
df	4
Asymp. Sig.	.969

- a. Kruskal Wallis Test
b. Grouping Variable: Marital status

Ranks

Educational Attainment	N	Mean Rank
WORK MOTIVATION Bachelor's Degree	24	50.17
Bachelor's Degree + Units	47	51.65
Master's Degree	28	47.09
Total	99	

Test Statistics^a

TEACHER RETENTION	
Mann-Whitney U	155.500
Wilcoxon W	183.500
Z	-2.280
Asymp. Sig. (2-tailed)	.023

- a. Grouping Variable: Sex

Ranks

Teaching Experience	N	Mean Rank
TEACHER RETENTION 1-5 yrs.	12	35.96
6-10 yrs	21	62.52
11-15 yrs	23	21.07
16-20 yrs	25	62.48
21 yrs and above	18	64.39
Total	99	

Test Statistics^{a,b}

TEACHER RETENTION	
Kruskal-Wallis H	39.695
df	4
Asymp. Sig.	<.001

- a. Kruskal Wallis Test
b. Grouping Variable: Teaching Experience

Independent-Samples Kruskal-Wallis Test Summary

Total N	99
Test Statistic	39.695 ^a
Degree Of Freedom	4
Asymptotic Sig.(2-sided test)	<.001

- a. The test statistic is adjusted for ties.

Test Statistics^{a,b}

WORK MOTIVATION	
Kruskal-Wallis H	.454
df	2
Asymp. Sig.	.797

- a. Kruskal Wallis Test
b. Grouping Variable: Educational Attainment

Ranks

Position	N	Mean Rank
WORK MOTIVATION Teacher I	21	52.29
Teacher II	68	49.82
Teacher III	8	51.56
Master Teacher I	2	26.00
Total	99	

Test Statistics^{a,b}

WORK MOTIVATION	
Kruskal-Wallis H	1.593
df	3
Asymp. Sig.	.661

- a. Kruskal Wallis Test
b. Grouping Variable: Position

SOP 7

Ranks

Sex	N	Mean Rank	Sum of Ranks
TEACHER RETENTION Male	92	51.81	4766.50
Female	7	26.21	183.50
Total	99		

Pairwise Comparisons of Teaching Experience

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. ^a
11-15 yrs-1-5 yrs.	14.893	10.195	1.461	.144	1.000
11-15 yrs-16-20 yrs	-41.415	8.272	-5.007	<.001	.000
11-15 yrs-6-10 yrs	41.459	8.641	4.798	<.001	.000
11-15 yrs-21 yrs and above	-43.324	9.010	-4.809	<.001	.000
1-5 yrs.-16-20 yrs	-26.522	10.054	-2.638	.008	.083
1-5 yrs.-6-10 yrs	-26.565	10.360	-2.564	.010	.103
1-5 yrs.-21 yrs and above	-28.431	10.670	-2.665	.008	.077
16-20 yrs-6-10 yrs	.044	8.475	.005	.996	1.000
16-20 yrs-21 yrs and above	-1.909	8.850	-.216	.829	1.000
6-10 yrs-21 yrs and above	-1.865	9.196	-.203	.839	1.000

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same. Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

- a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Ranks

Marital status	N	Mean Rank
TEACHER RETENTION Single/Unmarried	14	35.96
Married	75	51.05
Widowed	4	59.00
Divorced	1	97.50
Separated	5	56.90
Total	99	

Test Statistics^{a,b}

TEACHER RETENTION	
Kruskal-Wallis H	6.904
df	4
Asymp. Sig.	.141

- a. Kruskal Wallis Test
b. Grouping Variable: Marital status

Ranks			
	Educational Attainment	N	Mean Rank
TEACHER RETENTION	Bachelor's Degree	24	48.46
	Bachelor's Degree + Units	47	43.34
	Master's Degree	28	62.50
	Total	99	

Test Statistics^{a,b}

TEACHER RETENTION	
Kruskal-Wallis H	7.950
df	2
Asymp. Sig.	.019

a. Kruskal Wallis Test

b. Grouping Variable:
Educational Attainment

Independent-Samples Kruskal-Wallis Test Summary

Total N	99
Test Statistic	7.950 ^a
Degree Of Freedom	2
Asymptotic Sig. (2-sided test)	.019

a. The test statistic is adjusted for ties.

Pairwise Comparisons of Educational Attainment

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. ^a
Bachelor's Degree + Units-Bachelor's Degree	5.118	7.183	.713	.476	1.000
Bachelor's Degree + Units-Master's Degree	-19.160	6.835	-2.803	.005	.015
Bachelor's Degree-Master's Degree	-14.042	7.964	-1.763	.078	.234

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same. Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Ranks			
	Position	N	Mean Rank
TEACHER RETENTION	Teacher I	21	45.50
	Teacher II	68	49.65
	Teacher III	8	60.31
	Master Teacher I	2	67.75
	Total	99	

Test Statistics^{a,b}

TEACHER RETENTION	
Kruskal-Wallis H	2.335
df	3
Asymp. Sig.	.506

a. Kruskal Wallis Test

b. Grouping Variable: Position

SOP 8

Relationship between Salary Satisfaction and Work Motivation

		LEVEL OF SALARY SATISFACTION	LEVEL OF WORK MOTIVATION
Spearman's rho	LEVEL OF SALARY SATISFACTION	Correlation Coefficient	1.000
		Sig. (2-tailed)	.099
		N	99
	LEVEL OF WORK MOTIVATION	Correlation Coefficient	-.167
		Sig. (2-tailed)	.099
		N	99

SOP 9

Relationship between Salary Satisfaction and Teacher Retention

		LEVEL OF SALARY SATISFACTION	LEVEL OF TEACHER RETENTION
Spearman's rho	LEVEL OF SALARY SATISFACTION	Correlation Coefficient	1.000
		Sig. (2-tailed)	.821
		N	99
	LEVEL OF TEACHER RETENTION	Correlation Coefficient	.023
		Sig. (2-tailed)	.821
		N	99